

RESPECT — THE ACT THAT PREVENTS PREJUDICE



In bowing you
forget yourself,
then you can
greet one another
because you are
not the most
important.

**A Special Curriculum
For Martial Arts Instructors
On Understanding the Roots of Prejudice**

Ages 9 – 14

by
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with Adryan Russ

**Special Thanks
to
Christina Clay
My African American “mother” who said,
“Time you spent talking about it,
you could’ve had it done!
Just do it!”**

So I did it!

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LESSON #1

Prejudice Creates Conflict

Breakdown of Lesson #1:

- What is prejudice?
- Are physical skills enough?
- The highest goal.

Materials & Tools Needed:

- Tool 1A: Make a copy of page 6 for every student. If you have access to a recording of “You’ve Got to Be Carefully Taught,” (there are many online versions), play it for students. Prepare flash cards for Four Stages of Learning.
- Tool 1B: Review combat combinations your students already know.
- Tool 1C: Prepare some of your own questions to ask students.

Note to Instructors: Welcome students to this new curriculum. As you ask questions, encourage ALL responses. There are no “right” or “wrong” answers. A “mistake” creates an opportunity to learn something new. Statements in *italics* indicate notes or possible student responses.

What Is Prejudice?

1. Ask students:

- Do you believe you’ve been a victim of prejudice? How? When?
(Give students time to describe a few brief incidents.)
- Do you think you’ve ever acted in a prejudiced way? Why do you think you did so? *Did it make you feel in control? Tough? Smart? Satisfy a need for revenge?*
- Do you think that prejudice may be something that causes conflict, both inside you (in your thoughts and feelings) and outside you (between you and another person)?

2. **Tell students:**

- One of the main acts that creates conflict is **prejudice**.
- People who are prejudiced bully other people because they perceive them as **different**.
- **Understanding** prejudice is the first step in preventing it from happening.

3. **Ask students:**

- How do you act when you see a person who's different? *Are you scared? Do you want to run away? Give in? Fight? Freeze? Do you feel strong? Positive? Confident? Helpless? Depressed?*
- Do you think the best way to understand the meaning of prejudice is to experience it first-hand?
- How would you like to put prejudice under a microscope and see what's brewing inside it? Are you ready?

4. **Tell students: There are four stages of learning:**

Stage 1: We **THINK** about prejudice and what it generally means.

Stage 2: We **REMEMBER** how prejudice has personally affected either us or people we know.

Stage 3: We **OBSERVE** prejudice as it happens in our brain. This awareness is called "insight." (*Seeing "inside ourselves."*)

Stage 4: We **TALK** about the prejudice we observe.

5. **Tell students:**

- Let's use the four stages of learning right now!

**Go to Tool 1A, "You've Got to Be Carefully Taught."
Give a copy to each student. Read all the words aloud.
Then return to the next page.**

Are Physical Skills Enough?

1. **Ask students** (*encourage all responses; give students time to think*):
 - This is a course about prejudice. What martial arts moves help you deal with prejudice?
 - Do you think that in order to be a strong, healthy person — free of prejudice — physical skills are enough?
 - Do you think gaining control of your body helps you gain control of your mind? Or that gaining control of your mind helps you gain control of your body?
2. **Tell students:**
 - Martial arts moves give you **PHYSICAL** skills that help you gain control of your body. These physical skills give you the confidence to defend yourself.
 - Martial arts **MENTAL** skills help you think of ways to **prevent** a conflict before it becomes one.
 - Without mental skills, a martial artist is a car with no engine, a computer with no hard drive, a guitar with no strings.

**Go to Tool 1B, “Physical Skills Only!”
Do this exercise with students. Then return to this page.**

The Highest Goal

1. **Tell students:**
 - When you're in a situation in which you become a victim of prejudice, you may feel you have no choices. But you do.
 - Martial arts physical skills give you confidence about yourself and your ability to defend yourself.

- Your greatest confidence, however, comes when you can **think** on your feet!
- When you have **mental** skills to help you take charge of a situation **without fighting** — you’ve achieved the highest goal.

2. **Ask students** (*encourage all responses; give students time to think*):

- Do you believe **you** have prejudices? Would you be surprised to learn that you do?
- If you discovered that you do have prejudices, would you want to keep them? Change them? Talk about them?
- Do you think that at one time or another, we **all** are prejudiced?

Go to Tool 1C, “I Am Prejudiced!”
Do this exercise with students and return to this page.

3. **Ask students** (*encourage all responses; give students time to think*):

- Is prejudice judging other people because they are “different” in some way? *Encourage all responses.*
- Is prejudice feeling superior to another person? *Welcome students’ thoughts.*
- Is prejudice feeling afraid of someone? *There are no “right” or “wrong” answers.*

4. **Tell students:**

- Prejudice is seeing other people as **different** from yourself — in a way that does not promote peaceful thoughts and feelings.
- Prejudice is feeling **superior** to another person, which **separates** us from that person.
- Prejudice is feeling **afraid** of someone because that person represents something **unknown**.

Summary:

- ❖ At one time or another, we **all** are prejudiced.
- ❖ Martial arts physical skills give us confidence to **not** fight when we encounter prejudiced thoughts and feelings.
- ❖ Martial arts mental skills give us nonviolent alternatives to **think** our way out of a potential conflict **before** it becomes physical.
- ❖ We need **both** mental and physical skills to reach the highest martial arts goal — which is to stop a fight before it ever begins!

**Congratulate students
on completing their first lesson!**

TOOL #1A- ACTIVITY

You've Got to Be Carefully Taught

The following song is from a musical play called *South Pacific*. It was written more than 60 years ago. The words — most often called lyrics — are by Oscar Hammerstein, II. There is music for these lyrics written by Richard Rodgers. The song is sung by a person who's been hurt by prejudice. The world has changed a lot in the last 60 years, but in many ways it hasn't changed at all.

You've Got To Be Carefully Taught

You've got to be taught to hate and fear,
You've got to be taught from year to year,
It's got to be drummed in your dear little ear,
You've got to be carefully taught.

You've got to be taught to be afraid
Of people whose eyes are oddly made
And people whose skin is a different shade,
You've got to be carefully taught.

You've got to be taught before it's too late
Before you are six or seven or eight
To hate all the people your relatives hate
You've got to be carefully taught...
You've got to be carefully taught.

©1949 Richard Rodgers and Oscar Hammerstein, II

TOOL #1A- ACTIVITY

You've Got to Be Carefully Taught

- ✓ Read aloud the lyrics to the song on the previous page.
- ✓ Afterward, discuss the following four stages. Write them on a blackboard if you have one, or make your own flash cards, using one card for each stage.
- ✓ Then, ask students:
 - ❑ **Think:** What do the words from this old song tell you? Do you see prejudice in these words? *There are no right or wrong answers. Let students tell you what they think.*
 - ❑ **Remember:** Do the words remind you of any prejudice you've personally experienced? *Allow students to briefly describe a personal experience.*
 - ❑ **Observe:** Can you observe the prejudice right as it happens — as soon as the words come out? *Let students tell you which words trigger their thoughts.*
 - ❑ **Talk:** What kind of prejudice do you observe in this song? *Help students feel that they can discuss prejudice in this classroom and feel safe doing it.*

**Congratulate students on their awareness and understanding.
They are taking their first step
toward achieving the highest goal of the martial artist.**

- ✓ Tell students:
 - The highest goal of the martial artist is to stop a fight, to stop conflict, to stop prejudice — before it has a chance to start!
- ✓ Return to page 3.

TOOL #1B - ACTIVITY

Physical Skills Only

- ✓ Select ONE conflict situation from the examples listed below (A through E). If you have time, you can do another.
 - A. Someone just knocked you down and said, “You are a punk, and I don’t like punks!”
 - B. One of your parents shouts at you, in anger, “I’ve asked you a hundred times to listen to me and you never do! You are grounded for a month!”
 - C. You accidentally knock over someone’s bike. The owner says, “You stupid fool! What did you do THAT for?”
 - D. Someone grabs you and says, “Give me your iPod, or I’ll beat you up!”
 - E. A truant officer approaches you and says you have to come with him to talk to the school principal.
- ✓ Ask students to try to work out a resolution to the conflict in the chosen example with PHYSICAL SKILLS ONLY. Review physical skills (combat combinations) your students already know.
- ✓ Ask students:
 - 1. What prejudices do you think are at work here?
 - 2. Assuming that you want to achieve the highest martial arts goal, how will you stop this fight before it begins?
 - 3. Is it possible to stop this fight using physical skills only?
 - 4. Do you think the use of only physical skills merely encourages the fight to continue?
 - 5. Do you think this is because when we are attacked, our natural instinct is to fight back?
- ✓ **Return to page 3.**

TOOL #1C- ACTIVITY

I Am Prejudiced!

Have as much fun with this activity as you can. It's good for students to catch themselves in the act of prejudice, and it's okay for them to laugh in recognition of their human foibles.

- ✓ Tell students that you're going to walk around the room and begin an unfinished sentence which you want them to complete.
- ✓ Move around the room quickly; give every student the opportunity to fill in a blank.
- ✓ As you cover the room, stop and indicate that a certain student should finish the sentence. Here are some sample sentences:
 1. "I am prejudiced. Sometimes when I see someone very different from me — I don't think I'll ever actually do this, but I feel I would really like to _____."
 2. "It's hard for me to admit I'm prejudiced, but the last time I acted in a prejudiced way was _____."
 3. "I am prejudiced. The last time I felt superior to someone was _____."
 4. "I am prejudiced. The last time I felt afraid of someone was _____."
 5. "I am prejudiced. I like telling people what to do because I feel some people ought to _____."
 6. "I am prejudiced. The main thing I really don't like about people who are "strange" is _____."
- ✓ Add your own sentences that apply to your particular students — but make them about prejudice!
- ✓ **Return to page 4.**



LESSON #2

Learning to Understand

Breakdown of Lesson #2:

What is role-play?

How can role-play help us?

Your mind is a powerful weapon.

Materials & Tools Needed:

Tool 2A: Make two copies of role-play on page 15 for volunteers.

Tool 2B: Make three copies of role-play on page 17 for volunteers.

Tool 2C: Prepare chart referred to on page 18.

What Is Roleplay?

1. Ask students:

- When you want to become a great football player, a top-notch musician, or a resourceful writer — how do you make that happen? *Practice!*
- If you want to become a black-belt martial artist, what do you have to do? *Practice!*
- If I told you there's a great way to practice becoming the best martial artist you can be — right now — would you want to know more about it?
- Do you think it might have to do with something more than physical skills?

2. **Tell students:**

- To get really good at anything, we have to **practice**.
- The best way to practice dealing with prejudice is through **role-play**. We take turns playing parts. One day you play a prejudiced person; another day, a victim of prejudice. One day you play yourself; another, someone you know.
- Role-play gives us the chance to practice using skills in lots of different situations. Each time we practice, we get stronger, and smarter. **Learning from our mistakes** is a powerful way to gain mental strength.

Go to Tool 2A, "I'm Protecting My Image!"
Please read instructions and do role-play.
Then return to this page.

How Can Role-play Help Us?

1. **Tell students:**

- When we role-play, we practice what we might do in a certain situation.
- When we role-play, we get to see a situation from all sides, rather than just our own.
- In this way, role-play helps us understand where prejudice comes from.

2. **Ask students:**

- Do you think there are advantages to playing the role of someone different from you? If so, what are they?
- Can you learn from someone different from you?
- Do you think playing the part of another person helps you understand that person's thinking, like when you watched Shane and Buster?

Your Mind Is a Powerful Weapon!

1. **Tell students:**

- Your **mind** is the most powerful weapon you have!
- When you learn to use your mind to **stop** conflict before it begins, you become very powerful.
- Using your mind gives you **control** over yourself and the situation you're in, so you don't need to freeze, run away or fight. This reduces your chances of getting hurt and puts you in a powerful place!

3. **Ask students:**

- If you throw a punch and hurt someone, is there a chance you're going to hurt your hand, too?
- Do you think prejudice is like that? Does it hurt everyone? Not only the person bullied, but the bully, too? How?
- Do we humans sometimes not think before we act? What's an example of a time you acted without thinking?

3. **Tell students:**

- The act of prejudice is based on **judgment** — not fact. A judgment is an opinion, a belief — not a fact.
- The first step in becoming free of prejudice is learning to **not judge**.
- The second step in becoming free of prejudice is learning to **question** everything you see and hear. Who? What? Where? How? Why?

Go to Tool 2B, "Role-play: Don't Confuse Me with Facts!"
Read instructions, do role-play; then return to this page.

3. Ask students:

- Do you think there are times when we believe we're stating a fact when, in fact, we're expressing an opinion?
- Do you think that's part of prejudice — judging, assuming, or expressing an opinion before we have all the right information?
- Do you think we act in prejudiced ways and judge people because we don't understand their thoughts or actions?

**Go to Tool 2C, "Words I Use When I'm Prejudiced!"
Then return to this page.**

Summary: *Read all of the following to students.*

- ❖ To get really good at spotting prejudice, we have to practice.
- ❖ Every time we practice, we get stronger and smarter.
- ❖ Roleplaying is a way to understand. We see a situation from *all* sides, rather than just our own.
- ❖ Our mind is the most powerful weapon we have.
- ❖ When we learn to use our mind to stop conflict before it begins, we become very powerful.
- ❖ The act of prejudice is based on judgment, not fact. We judge because we don't understand others' thoughts or actions.

**Congratulate students
on completing their second lesson!**

TOOL #2A- ACTIVITY

I'm Protecting My Image!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to role-play the parts of **Shane** and **Buster**. (Make two copies of role-play.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention the words in *italics* — which are **private thoughts** said out loud, but not to the other person in the role-play.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Most prejudiced people act in conflict-provoking ways toward other people in order to **protect themselves** from getting hurt — physically, mentally or emotionally.
 2. Notice what Buster says and does. You will hear what Buster is thinking.
- ✓ **DO THE ROLEPLAY** (next page).
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this role-play give you a deeper understanding of why Buster acts in prejudiced ways toward other people?
 2. Did you like Buster any better than you did before?
 3. Do you think Buster needs help? If so, what do you think would help Buster?
 4. What would you do in that situation?
 5. Would you feel a need to protect yourself too?
 6. Do you think that if you didn't feel a need to protect yourself, you could act more intelligently?
- ✓ **Thank students for participating.**
- ✓ **Return to page 11.**

TOOL #2A- ROLEPLAY

I'm Protecting My Image!

Attention Role-players! Read your part with enthusiasm! The words in *italics* are private thoughts. Say them out loud, but say them to the audience instead of to the person you're talking to. Have fun role-playing!

SHANE

Uh-oh. Here comes Buster, again. Maybe I made a mistake by saying I know martial arts. I should use them if this bully acts superior again!

BUSTER

Well, well, well. It's my little buddy, Shane. *This kid is small enough for me to pick on, and scares easily. Much different from my brother, who beats up on me. I'll just scare Shane a little more to show this kid that I can be tough too!* (To Shane:) You are such a weird person, Shane. "Shane?" What kind of stupid name is that? Are you from outer space or something?

SHANE

(Calmly:) Listen, Buster, where I come from people named Shane know how to protect themselves. *This kid could eat me alive. If I don't act tough, I'm going to look really bad. I better get out of here, fast.*

BUSTER

You talk awfully big for a weird little guy, you know? *The kid's acting tough, but I can smell fear. The martial arts stuff is baloney. Reminds me of my brother — pretending to be something more than what he is.*

SHANE

Do I try a kick or a punch? This is getting serious. I'm going to have to do something, or run away. If I run, Buster will run after me and that will fuel the fire even more. How do I get out of this?

BUSTER

(Grabs Shane's shirt.) Hey, Kung-Fu fool! You better show me your "weapon," Shane, or you are in big trouble!

TOOL #2B - ROLEPLAY

Don't Confuse Me with Facts!

Before the Role-play:

- ✓ Ask for **three female Volunteers** to read a new role-play situation as **Bokser, Ressler** and **Heather** (who needs to be short!). Give the Volunteers a moment to read through their scripts so they understand the parts they're supposed to play. If they've never done this before, help them understand what they're supposed to do.
- ✓ If you prefer to pre-plan this class, you can give copies of the script to the Volunteers the day before class and ask them to study the parts so they can read them well. You may want to give them instruction on what you hope to get out of the role-play.
- ✓ Explain to the Volunteers that it's important for them to get into their parts and to read with enthusiasm.
- ✓ Do the Role-play (see next page).

After the Role-play:

- ✓ **Ask students:**
 1. What's the first sign of prejudice that you recognized? What words or phrases gave the speaker away?
 2. Do the speakers know this person they're discussing? Do they have *first-hand* experience with this person?
 3. Are they *judging* this person *before* they ever meet her?
 4. Have you heard this kind of prejudice recently? What was the situation?
 5. What did you think of Heather? Was Heather acting prejudiced, too?
- ✓ **Thank Volunteers for doing such a good job.**
- ✓ **Return to page 12.**

TOOL #2B – ROLE-PLAY

**Role-play: Don't Confuse Me with Facts.
I've Already Made Up My Mind!**

Attention Role-players! Read your part with enthusiasm! When you see words in *italic letters*, say them out loud, but say them to the audience instead of to the person you're talking to. Have fun roleplaying!

BOKSER

Have you seen that new kid who just came to our school today? She wears the weirdest clothes and has a strange mark in the middle of her forehead.

RESSLOR

I thought she was visiting. She's going to be here forever? Oh, no. Whose class is she in?

BOKSER

I don't know. But she doesn't say a word. Someone told me she can hardly speak because she's just learning the language. Can you imagine? How can you get through school if you don't know the language?

RESSLOR

I say, when in Rome, do as the Romans do. If she can't speak the language, what's she doing here? How stupid can you be to not know how to speak the language of the country you're in?

BOKSER

Well, I couldn't speak French when I went to France, but this is different. If I were her, I'd just pack up and go back where she came from. That's what I did. Uh-oh, here comes that cheery girl, Heather. What in the world has *she* got to be cheerful about? She's short.

HEATHER

Hello, ladies. Heading home? I'm going over to Gautama's house. Have you met her — the new student? Awesome. She's been everywhere. She's going to teach me her language if I go over some of our language with her. Isn't that cool? See you tomorrow in class.

TOOL #2C- ACTIVITY

Words I Use When I'm Prejudiced

- ✓ Put up a chart in the classroom: WORDS I USE WHEN I'M PREJUDICED. Every day invite students to add words and phrases to the list.
- ✓ Tell students:
 - One way to recognize when we're being prejudiced is to examine the words we use.
 - Sometimes our vocabulary gives away our prejudiced feelings.
- ✓ Ask students:
 - Which of the following statements are clear signs of prejudiced feelings?
 1. "He's stupid!"
 2. "She should do what I tell her to do."
 3. "All people from that country are jerks."
 4. "What they ought to do is change their ideas."
 5. "I think that's a really strange idea."
 6. "Can't you ever do anything right?"
 7. "No one could possibly understand how I feel."
 8. "Anyone who believes that is a fool!"
 9. "You'll never amount to anything!"
 10. "Your country and my country can never be at peace."
 - If you guessed all of the above, you're right! What words give away the speaker's prejudice?
- ✓ **Tell students:**
 - This chart will stay up during our entire course study.
 - Feel free to write an entry on this chart any time!
- ✓ **Return to page 13.**



LESSON #3

Discovering Difference

Breakdown of Lesson #3:

Do we protect, or do we learn?

A new perspective on “different.”

Expanding our thinking while working our body.

Materials Needed:

Tool 3A: Make a copy of “Twelve Ways to Handle Prejudice” for each student.

Tool 3B: Create more fear statements; cut list of fears into strips, to put in a bag.

Tool 3C: Prepare bricks, or colored paper.

Do We Protect, or Do We Learn?

1. Ask students:

- Is it sometimes difficult to decide whether you want to protect yourself from a situation, or learn from it? Can you think of a time this happened to you?
- What was a deciding factor in your decision? Your feelings at the time? What you’ve been taught? Your drive to survive?
- When you hear or read news reports about clashes between individuals, races, religions and cultures, what thoughts come to you? Have some affected you personally? If so, in what way?

2. **Tell students:**

- The martial arts is a system of self-defense, developed over many centuries, designed to be a way to **protect** ourselves, a **healthy** physical fitness program, and — most important — a means to **understand** and go beyond the violence and disorder we live with every day.
- Angry, hurt and confused thoughts can cloud our minds and prevent us from responding instantly to a **physical** attack; they can also cause long-lasting **mental** suffering.
- By examining prejudice in ourselves and others, we **protect** ourselves from ignorance, and we **learn** how to survive at the highest level of understanding — getting along with other people.

3. **Ask students:**

- What's something **different** about someone you've seen that would give you strong feelings about that person?
- How would you feel to know that someone hates you because you're **different**?
- Can you think of a time someone tried to hurt you, or bully you, because you were different? And, as a result, do you now have feelings of *prejudice* toward that person?

4. **Tell students:**

- This is how prejudice **grows**. Although it happened in the past, it can continue, and make you unhappy in the present.
- The next time you notice a feeling of prejudice creep up inside you, **think** about what gave you that unhappy feeling in the past.
- Then, **ask** yourself: Do I want to hang on to that unhappy feeling, or would I like to move on?

**Go to Tool 3A,
“Twelve Ways to Handle Prejudice!”
Do this exercise with students. Then return to the next page.**

A New Perspective on “Different”

1. Ask students:

- If you discovered there was a new theme park in town that had a wild ride — something **different** you’d never experienced before — would you instantly hate it?
- If a new automobile came out that was more powerful, more beautiful — **different** from any car you’d ever seen — would it scare you? Or would you want to take it for a ride?
- What makes something or someone **different** unappealing? Why would someone who looks, thinks or acts **differently** be less exciting than a new flavor of ice cream, a new outfit, or a new car?

2. Tell students:

- Prejudice can lead to a hostile attitude toward a person or a group.
- You and I can be taught to think in ways that make us dislike, or even hate, another person without ever understanding why.
- All over the world, little conflicts go on every day. All of them are based on one simple factor — **fear**.

Go to Tool #3B, “A Bag of Fears!”
Do this exercise with students. Then return to this page.

Expanding Our Thinking While Working Our Body

1. Tell students:

- By now, you surely know that the highest goal of the martial artist is to **stop** a fight.
- No matter how a fight begins, we can stop it **before** it starts using Twelve Ways to Handle Prejudice.
- **Remember:** If we don’t stop a fight before it starts, that fight could harm someone for life — physically, mentally or both.

2. Ask students:

- Do you think prejudice has been taught as something that we shouldn't even look at, because it's bad?
- Do you think it's possible to understand our prejudices if we never look at them or talk about them?
- Do you think it's important to look as factually as we can at conflict situations, so that we can prevent them?

3. Tell students:

- It's important to remain fair and impartial when exploring the causes — the **roots** — of any prejudice situation. This takes practice.
- Whether or not we've personally experienced the pain of prejudice, it's **our job as human beings** to understand how it happens.
- When we look at prejudice — prejudice in our friends and family, in ourselves, in the world around us — and are able to **recognize** it, we have already begun to stop it!

Go to Tool 3C, "Four Bricks!"
Do this exercise with students. Then return to this page.

Summary: *Read all of the following to students.*

- ❖ Wanting to protect ourselves from fear, ignorance and day-to-day pressures is a natural instinct — a way to survive.
- ❖ The Twelve Ways to Handle Prejudice can help stop a fight before it starts, and help us survive mentally as well as physically.
- ❖ Conflicts occur every day. All of them are based on one simple factor — fear.
- ❖ It's our job to understand how prejudice happens. Once we know how it happens, we can prevent it.

Congratulate students on completing their third lesson!

Twelve Ways to Handle Prejudice!

These are basic ways to use our *head* to stop a fight instead of our *fists*.

1. **Be A Friend.** Treat someone who appears “different” as a friend instead of an enemy. Everyone needs admiration and respect. Besides, being friendly with a prejudiced bully can help the bully stop feeling hurt inside.
2. **Be A Comic.** You can turn a scary situation into a funny one, but be careful. Have fun *with* a prejudiced person rather than making fun *of* that person.
3. **Use Your Creative Imagination.** If a bully is acting in a prejudiced way, just say, “Thank you very much.”
4. **Walk On By.** If people around you make fun of someone just because that person is “different,” don’t get into it. Just walk away.
5. **Agree With The Prejudiced Person.** If someone insults you, agree with that person, as a test of your power. If you feel insulted, let your anger rise up, watch it, and then let it go. Imagine how powerful you’ll feel!
6. **Just Say No to Fighting.** If someone wants to fight with you because he or she doesn’t like who you are, refuse to fight. Just say no.
7. **Stand Up To The Prejudiced Person.** Showing your mental strength can work, but it can also make some bullies angrier. Use this step with caution.
8. **Check Out What’s Real.** Are people who seem different really a threat? What are the facts, and what are the false images in your brain?
9. **Observe The Real Threat.** When you hear threats, even if a bully calls you a coward and tries to get you angry enough to react, stop and think: Where is the real threat coming from — that person, or your brain?
10. **Uncover The Real Power.** You can call a teacher, police officer — anyone who can stop a bully from hurting you. This isn’t being a coward; it’s stopping violence before it starts. But first, look at your brain’s reaction. What power does it give you?
11. **Reason With The Prejudiced Person.** If you’re a good talker, talk it out. If you act friendly, you might convince this person to not hurt you.
12. **Take A “Stop! Think!” Stance.** Understand where the threat is coming from and where the real power lies. Know that you’re prepared to protect yourself if you are attacked. Taking a “Stop! Think!” stance empowers you to act instead of react!

Twelve Basic Ways to Keep Us in Touch!

1. Tell students:

Let's review the "Twelve Ways to Handle Prejudice." These help keep us in touch with here and now, ready to face any situation that arises, rather than making us angry and filling us with conflict.

2. Ask students:

- How does "making friends" keep you in touch with here and now?
- Does "using humor" force you to focus on what's happening in the moment? How do you feel about using your creative imagination?
- When you walk away, do you take the wind out of a bully's sails?
- Does "agreeing with the bully" require your mind to be completely focused on the present? Why?
- Martin Luther King, Jr., (a nonviolent leader) refused to fight, no matter what abuse he faced. Do you think this takes greater strength than fighting? What kind of strength? Physical? Mental? Both?
- If you stand up to a bully and lose, do you think you'll feel better than if you give in? Why?
- Are you aware of how you've been conditioned (programmed) to fear people who are different? Is this your judgment, or a real fact?
- Is there a danger if you ignore a bully's threats? Isn't there also danger in acknowledging them?
- Many of us have been taught that "telling on" someone is cowardly. But when you use authority, aren't you preventing violence? Or stopping it?
- Are you a good talker? Reasoning with a bully could be your best approach to stopping a fight. Does it require that your thoughts be clearly focused on here and now? Why?

— continued

3. Tell students:

- To “make friends,” we use our mind — not our body.
- When we “refuse to fight,” we use our mind — not our body.
- When we “agree with a prejudiced person,” we use our mind — not our body.

✓ **Return to page 21.**

TOOL #3B- ACTIVITY
A Bag of Fears!

Use a hat or bowl

- ✓ In a bag, hat or bowl, put slips of paper, each of which has a fear written on it. Use examples below that you cut into strips. Add some of your own. Give each student a quick turn.

I'm afraid I'll make a mistake.

I'm scared of getting a bad grade.

I'm afraid people won't like me.

I'm afraid of nothing.

I'm afraid of everything.

I'm scared of people I don't know.

I'm afraid of large dogs that bite.

I'm scared I have nothing to say.

I'm afraid people aren't interested in what I have to say.

I'm scared I won't earn enough money.

I'm afraid of losing.

I'm afraid of winning.

- ✓ Ask each student to select a slip of paper, open and read it. After the fear is read aloud, ask the student:

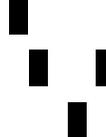
1. What thought or action do you think might have caused this fear?
2. Do you think this thought or action is based on some form of prejudice? If so, what kind?

- ✓ **Return to page 21.**

TOOL #3C - ACTIVITY

Four Bricks

Bring to class one, two or three sets of four bricks so that students can break into small groups. The activity is intended to broaden the way we think. (You can also simply draw the bricks on a blackboard, or use several pieces of 8-1/2" x 11" colored or white paper, telling students that each piece of paper represents a brick.)

- ✓ **Lay the bricks on the table like this.** 

- ✓ **Tell students:**
There is only one rule: Arrange the bricks so that each brick is touching only one other brick.
- ✓ Give students five minutes.
(You may be amazed to discover that most people find this exercise difficult, even though they believe the solution is simple once they see it.)
- ✓ Call time. Congratulate any student or group of students who find the solution on their own.
- ✓ Show students the solution: 

Then ask:

1. What did this activity show you about your thinking? Do you think you've been conditioned to think in certain ways?
 2. Do you think our thinking is ruled by rules?
 3. What kind of thinking kept you from discovering the solution?
 4. Do you think we're programmed to think in only a few directions when there may be many more directions to consider?
 5. How can we apply this exercise to the way people are prejudiced?
- ✓ Return to page 22.



LESSON #4

Prejudice Begins Within

Breakdown of Lesson #4:

Prejudice begins inside us.

Prejudice inside us creates conflict.

Conflict inside us becomes conflict outside us.

Materials Needed:

See Tool 4A: Prepare list of phrases for this activity, page 32.

See Tool 4B: Prepare your own responses on page 34, to help students go more deeply into theirs.

See Tool 4C: Provide paper and pencils, if necessary, for page 35.

Prejudice Begins Inside Us

1. Ask students:

- Think of one way you may be prejudiced. Can you guess where that prejudice began? *Encourage student responses.*
- Do you believe that any prejudices you have began **outside** you — from something someone else said or did?
- Even though the roots of your prejudice may have been passed down to you by people who came before you, do you see that this prejudice now lives inside you — and comes from **you**?
- Have you ever considered that **you** have the power to change a prejudice inside you? If you could change a prejudice that's inside you, how would you change it?

2. Tell students:

- Like looking through a blurry camera lens, or glasses that are the wrong prescription, prejudice is a way of thinking that's out of focus. Therefore, our judgment of what we see may be faulty.
- If I name a person you know, and I tell you I think that person is stupid, there is a "place" inside you that either questions what I've said, or accepts it as true.
- Think of a place inside your body that you might consider your "stopping" place — the place where you make decisions. It might be in your head, in your chest, or in your gut. Wherever that place is inside you, put up a mental sign that says: Rumors Stop Here!

**Go to Tool 4A, "All Rumors Stop Here!"
Prepare this role-play with students.
Then return to this page.**

Prejudice Inside Us Creates Conflict

1. Ask students:

- What do you think happens inside your mind when you see something or someone as "bad," "wrong," "stupid" or "different"? Does it create conflict in your mind — between bad and good, right and wrong, ignorant and smart?
- If I think, "That is the silliest, stupidest person I've ever met in my life — I'm going to make fun of him and tell my friends to make fun of him, too," am I creating conflict in my mind?
- Lost in this inner conflict, am I likely to forget to go to my stopping place to ask: "Are my thoughts true?" "Is that person really silly?" "Am I right?" "Is that person stupid?" "Am I as smart as I think I am?"
- If I think, "That person is right, so I must be wrong," what's happening in my mind?

2. **Tell students:**

■ If I think:

- ✓ “That person is stupid. I’m much smarter!”
- ✓ “That person is a nerd, and I’m not going to talk to him.”
- ✓ “That person is better looking than I am, and I don’t want to be anywhere near her.”

I am creating conflict in my mind.

■ With all of this conflict invading our minds, there’s no room for clear thinking!

Go to Tool 4B, “Programmed Images!”
Do this exercise with students. Then return to this page.

Conflict Inside Us Becomes Conflict Outside Us

1. **Ask students:**

- When there’s a feeling of prejudice **inside** you, do you **think** and **act** based on that prejudice? *Encourage all responses.*
- When you think and act from a feeling of prejudice inside you, do you think you “throw” your prejudice **outside** yourself and inflict it on other people?
- If you perceive someone as “bad,” do you think you’re likely to act as if you’re **better** than that person?
- When we perceive someone as “stupid,” are we likely to act **superior** to that person?
- When we act with respect toward another person, and that person acts with **mutual respect** toward us, is there conflict?

2. Tell students:

- There are many kinds of prejudice people have created over the years. Some of them are based on:
 - ✓ Skin color
 - ✓ Nationality/culture
 - ✓ Gender (male/female)
 - ✓ Occupation
 - ✓ Social class
(lower/middle/upper)
 - ✓ Age
 - ✓ Race
 - ✓ Belief system
 - ✓ Physical disability
 - ✓ Body size
- All these distinctions can **separate** us. They don't provide us the opportunity to think about all the ways we are **the same**, about what we have **in common**, and what we **mutually like**.
- All of these potential objects of prejudice share the same root cause and structure. They're all built on fear.
- At their roots, all of these prejudices are programmed images fixed in the brain — your brain, my brain, everyone's brain.

**Go to Tool 4C, "The Need to Be Right!"
Do this exercise with students.**

Summary:

- ❖ Prejudice is a way of thinking that's out of focus. Our judgment of what we see is likely to be incorrect.
- ❖ There is a "stopping" place inside us where we make decisions. That's the place we need to put up a sign that says, "Rumors stop here!"
- ❖ Programmed images often create conflict in our minds. When conflict invades our minds, there's no room for clear thinking.
- ❖ When there's a feeling of prejudice inside us, we think and act based on that prejudice.
- ❖ Distinctions and prejudices that separate us all share the same cause and structure. They're all built on fear. They exist in your brain, my brain, everyone's brain.

TOOL #4A- ROLEPLAY

All Rumors Stop Here!

- ✓ **BEFORE THE ROLE-PLAY**, ask for three volunteers to role-play the parts of **Darvy**, **Krandle** and **Ryland**. (Make copies of role-play for all.)
- ✓ Tell the volunteers to get the full benefits of role-playing by really getting involved in the parts they are playing.
- ✓ Bring to their attention the words in *italics* — which are **private thoughts** said out loud, but not to the other person in the role-play.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. When we hear a rumor, our immediate reaction is to believe it's true and pass it on.
 2. Notice what Darvy says and does and how Darvey handles the realization that a rumor has been spoken.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did any of these characters go to the “stopping” place inside them — the place where *they* make decisions? If so, who?
 2. Did you hear any words of prejudice in this role-play? If so, what were they?
 3. Did you see any evidence of faulty judgment? If so, where? On whose part?
 4. Did any of these characters seem to take joy in passing along a rumor they weren't sure was true? If so, why do you think they would do that?
 5. How did the rumor peddlers attempt to validate what they believed was true?
- ✓ **Thank students for participating.**
- ✓ **Return to page 29.**

TOOL #4A- ROLE-PLAY
All Rumors Stop Here!

Attention Role-players! Read your part with enthusiasm! When you see words in *italics>, say them out loud, but say them to the audience instead of to the person you're talking to. Have fun roleplaying!*

DARVY

Ryland! Wait up! You've got to hear this! We just found out that Littleton threatened the County Sheriff with his gun!

KRANDLE

The TV station got wind of it, and they're heading over to Littleton's house to talk to his parents! No one can find him!

RYLAND

Incredible! That's amazing! (Takes a breath.) Hey! Wait a minute. How do you know? Who told you? Littleton is the shyest, nicest kid I've ever met. How could this be possible?

DARVY

It's all over town! Everybody's talking about it!

KRANDLE

The kids in my math class told me. They heard it from Hacker. I gotta get online and tell Dewey. He's going to crack up!

RYLAND

Hacker? They heard it from Hacker? The bully who loves to start trouble? Aren't you going to find out for sure if it's true?

DARVEY

How could it not be true? Everyone's talking about it! Let's get out of here.

KRANDLE

Hey, Darvey. If you run into the principal, tell him his favorite student is going to jail!

TOOL #4B - ACTIVITY
Programmed Images!

- ✓ Tell students:
 1. The purpose of this activity is to challenge assumptions and re-think old patterns.
 2. So, even though we know the answers to the following questions, let's not **assume** that the answers we have are correct. Let's re-think them and come up with as many different answers as we can — no matter how crazy they sound. Let's have fun. *(You can focus on only one topic, or you can work with many. Some will turn out to be more fun than others, as you will see.)*
 - ❑ Why do we need to eat healthy food? (Wait for a response.) Is your answer a judgment or an observation?
 - ❑ Why do we come to school?
Is your answer a judgment or an observation?
 - ❑ What's the difference between boys and girls?
Is your answer a judgment or an observation?
 - ❑ What's the difference between "a foreigner" and you?
Is your answer a judgment or an observation?
 - ❑ Where does conflict come from?
Is your response a judgment or an observation?
- ✓ If any discussion arises, let it happen. The more answers, the more students have to think about. But set yourself a time limit, because once these discussions get started, they can go on!
- ✓ **Reminder: Add to chart "Words I Use When I'm Prejudiced."**
Remind students to freely add to this list at any time.
- ✓ **Return to p. 30.**

TOOL #4C - ACTIVITY

The Need To Be Right

- ✓ Make sure students have paper and pencils or pens.
- ✓ Tell students that this is a serious exercise, but you're sure everyone will have the opportunity to laugh. We all want to have a good time doing this exercise, but not at the expense of someone else's feelings. So, take care. Tell students:
 - Think of one thing you need to be right about. Is it the clothes you wear? The way you wear your hair? Your taste in music? Your opinion about a presidential candidate?
 - Write down on a piece of paper what you need to be right about. Then write down five reasons why you feel you absolutely need to be right about this.
- ✓ Give students about five minutes to do this. Then, call time.
- ✓ Request Volunteers, one at a time, to respond as quickly as possible:
 1. What is the one thing you need to be right about? Why do you think you need to be right about it? What would happen if you were not right about it?
 3. What if someone you don't particularly like was right about this situation, and you were wrong? What would you do?
 4. Is it more important to be right, or more important to understand the truth?
 5. Is there anything better than being right? If so, what is it?
 6. Has this need to be right about this matter caused conflict in your life? How so? Do you think a need to be right about anything might be a sign of prejudice? How so?
- ✓ **Return to page 31 for the Summary.**



LESSON #5

One Fight Leads to Another

Breakdown of Lesson #5:

Seeking emptiness instead of revenge.

“Empty” hands can prevent a fight.

“Empty” hands can help you “empty” your self.

Materials & Tools Needed:

Tool 5A: Make two copies of role-play, page 41, for Volunteers.

Tool 5B: Make three copies of role-play, page 43, for Volunteers.

Seeking Emptiness Instead of Revenge

1. Ask students:

- When someone attacks you, verbally or physically, what is your first immediate reaction? *To attack back? Strike back? Yell back?*
- When someone attacks you or threatens you, does it ever cross your mind to say, “Thank you!” “That was great!” “Could we do this again sometime?” “How about over lunch, next week?”
- Do you think those responses sound crazy? Impossible? Ridiculous?
- Do you think those responses might throw an attacker off-guard?

2. Tell students:

- The way of all fights, including those that are based on prejudice, is that once a fight begins, there's always another.
- Once we feel we've been a victim, our immediate reaction is to either seek revenge — to make the score “even” — or to become afraid.
- In fact, as long as the prejudice or the fighting continues, the score can never be even. There is always someone who feels ahead (superior) and someone who feels behind (scared, inferior).
- If one person can **stop** the prejudice, all fighting ends. Then, no one loses and everyone wins. The score is truly even.

Note to Instructor: This lesson contains two role-plays. If you are pressed for time, you can select one. We have learned, however, that the more role-plays students do, the more quickly they learn the essential concepts offered in this curriculum.

“Empty” Hands Can Prevent a Fight

1. Ask students:

- Do you know that the word “Kara-te” originally meant “empty hands”? At the time, it was a crime for people to have weapons of any kind.
- Are you aware that people then developed parts of their bodies as weapons?
- Can you imagine that the side of the hand was used like a sword? The tips of the fingers were made hard and strong like a spear? The bottom of a clenched fist became a hammer?

**Go to Tool 5A, “Make Fun of Me, Please!”
Do this activity with students. Then return to the next page.**

2. Tell students:

- The word “Kara-te” now means “empty self,” which refers to the philosophy behind all martial arts.
- When you can empty your mind of thoughts that frighten or worry you, you can achieve the highest goal of the martial artist.
- The concept of “empty self” is a perfect description of how to react out of confidence rather than out of fear.

Empty Hands Lead to Empty Self

1. Tell students:

- One way to strengthen your mind is to make it think in ways that are different from the ways you usually think.
- This increases your brain power, and encourages you to be more creative — not only in your martial arts practice but in your day-to-day life.
- Whenever we are forced to face attacks or threats of any kind, such as a prejudiced remark or act, finding our “empty self” helps us prevent conflict — within us and outside us.
- For practice, we are going to do another role-play that tests the mental skills of one more lucky Volunteer.

**Go to Tool 5B, “Bullies Are Victims in Disguise!”
Give as many students as possible the chance to role-play.
If you prefer, you can create your own short role-play,
using situations and vocabulary that closely fit your students.
Allow as many students as possible to experience
the fear and pain of being bullied by prejudice.

Afterward, return to the next page for the Summary.**

Summary:

- ❖ One act of prejudice almost always leads to another.
- ❖ As long as the prejudice continues, the score can never be even. There is always someone ahead and someone behind.
- ❖ If one person can stop a fight caused by prejudice, all fighting can end; no one loses and everyone wins. Then, the score is truly even.
- ❖ If we can stop a fight before it begins, there is a chance we will prevent many more fights to come.
- ❖ “Kara-te,” which originally meant “empty hands,” now means “empty self.” When we react out of confidence rather than out of fear, we are able to achieve the highest goal of the martial artist.
- ❖ One way to strengthen your mind is to make it think in ways that are different from the ways you usually think. Try it!

**Congratulate students
on successfully completing another lesson!
Remind them, if they have forgotten, to add to the chart,
“Words I Use When I’m Prejudiced!”**

TOOL #5A- ACTIVITY

Make Fun of Me, Please!

- ✓ **BEFORE ROLEPLAY**, makes two copies of role-play; tell students:

1. The more practice we get LISTENING to things we do not want to hear, the better we get at handling them.
2. The more practice we get WATCHING our thoughts rather than fighting back, the stronger our minds become.

- ✓ Ask for two Volunteers to read aloud the following role-play between **Tex** and **Sonoro**. Tell **Sonoro** beforehand:

1. LISTEN to the hurtful words.
2. WATCH the hurtful feelings.
3. Let the hurt COME UP so that you can feel it.
4. Then, let the hurt GO AWAY.

- ✓ **DO ROLEPLAY (see next page).**

As **Tex** keeps yelling and criticizing, encourage **Sonoro** as you go along, saying, “Just LISTEN! Just WATCH! You don’t have to do anything. Let the feelings come up. You know they’re there! Let them come up because you don’t want to hang onto them! Then, let them go!”

- ✓ **AFTER ROLEPLAY**, divide students into groups of three or four.

1. Tell students they will take turns doing the same thing; this time, three or four people will shout insults *without getting physically violent*. Students can use Tex’s dialogue or make up their own.
2. Talk them through it. Walk around the room to make certain students LISTEN, WATCH, let HURT come up, then go away.

- ✓ **Afterward, ask students:**

1. How did it feel to have someone yell insults at you?
2. Were you able to just listen? Just watch?
3. Did you try to avoid what you were feeling?
4. Were you able to let it come up?
5. Were you able to let it go away, or is it still on your mind?
6. Do you think it’s difficult to let go of prejudice that hurts you?
7. Can you name one way to walk away from this with confidence?

- ✓ **Return to page 38.**

ROLEPLAY: MAKE FUN OF ME, PLEASE!

TEX

Hey, you! Punk! What are you doing just sitting there like a dummy?

SONORO

(Just sits and says nothing. Listens and watches feelings.)

TEX

You are the stupidest looking person I have ever seen in my life! Where did you get those ugly clothes? I'll bet your mother picked those out, huh! I'll bet you still go shopping with you mommy and she buys you sissy stuff to wear! And your hair! Man, oh, man, I'll bet you think it looks cool, huh? That hairstyle went out in about 1980! Don't you know how to get with it? What's the matter with you? Are you too dumb to know anything at all? Well, it shouldn't surprise me, I guess, considering where you live and the crazy people you hang out with. I've seen those fat, sloppy, putty-for-brains people. No wonder you're such an idiot! There's no hope for you, kid! Give up trying to get anywhere in *your* life! You are worthless! Stupid! Unimportant! Why don't you just get out of here!

TOOL #5B- ACTIVITY

Bullies Are Victims in Disguise!

- ✓ **BEFORE ROLEPLAY**, make three PHOTOCOPIES; tell students:
 1. The reason most bullies are bullies is because they are angry, in conflict, because of things that have happened to them.
 2. Often a bully was once a victim who now carries feelings of revenge, so she or he bullies others.
 3. Ask for three Volunteers to read the following role-play between **Avery, Harewood** and **Mr. Jin** in front of the class.

- ✓ **Tell students:**
 1. Watch how the victim becomes a bully in this role-play.

- ✓ **DO ROLEPLAY (see next page).**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. What was it that turned Harewood into a prejudiced bully?
 2. Do you think Harewood would not have become a bully if Harewood had not been treated unfairly first?
 3. Think of the bullies you know. Can you imagine how they became bullies?
 4. Are you a bully? How did you get to be one? Have people been unkind to you? Prejudiced against you?
 5. What's one thing you can do today to NOT be a prejudiced bully?
 6. What do you think you can do to help someone else NOT be a bully?

- ✓ **Return to page 39.**

TOOL #5B – ROLE-PLAY

Roleplay: Bullies Are Victims in Disguise!

HAREWOOD

Dad, I'll mow the lawn tomorrow, like you asked. There's a martial arts tournament downtown today — lots of bouts. Okay with you?

MR. JIN

(Angry:) I changed my mind. I think you need to mow the lawn *before* you go to the tournament.

HAREWOOD

But, Dad, they start in fifteen minutes! I don't have time now!

MR. JIN

You should have thought of that earlier. You could have mowed the lawn an hour ago.

HAREWOOD

But you told me I didn't have to. You sent me to the store to get wood and nails instead. Here they are!

MR. JIN

(Speaks with great authority:) I appreciate it. Thank you. However, you have a job to do, and you better do it before you leave the house. (He walks away.)

HAREWOOD

(Starts to mow the lawn, mumbling to self:) This is not fair. This is not right. I could mow the lawn LATER.

AVERY

(Walks up to Harewood:) Hi, Hare! Let's get going to the tournament.

HAREWOOD

(Angry:) Forget it! Get out of here! Leave me alone!

AVERY

(Surprised:) What's the matter with *you*?

HAREWOOD

(Angry:) I SAID, GET OUT OF HERE! IF YOU'RE NOT GONE IN FIVE SECONDS, I AM GOING TO BEAT YOU TO A PULP!!



LESSON #6

When We're Aware, We See

Breakdown of Lesson #6:

- When we're asleep, we can't see.
- A time to wake up.
- Becoming aware of our prejudiced thinking.

Materials Needed:

- See Tool 6A: Paper and pencils for all students.
- See Tool 6B: Do this exercise yourself before you work with students.
- See Tool 6C: Make a copy of page 51 for every student.

When We're Asleep, We Can't See

1. Ask students:

- Have you discovered that you're often upset, hurt, angry or confused — so much that you spend a lot of time worrying?
- Are you sometimes so lost in your own thoughts that you don't hear people around you? Forget where you are?

2. Tell students:

- When we're lost in our own thoughts, it's as if we're asleep. We're not experiencing what's happening to us right here, right now, outside our thinking.
- When we're prejudiced, we're asleep. We react to a situation as if it were real, unaware that our brain is on "automatic pilot."
- We act according to how we think; and how we think is based on what we've been told.

Go to Tool 6A, “Waking Up!”
Do this exercise with students. Then return to this page.

A Time to Wake Up

1. Ask students:

- Can you see that prejudice is like a bad dream in our brain that colors our thinking?
- Does looking at your prejudice, or wanting to remove your prejudice, frighten you? If so, why do you think it does that?
- Do you think that when you feel fear it can sometimes awaken you to a new realization — a helpful one?

2. Tell students:

- Sometimes we’re **conditioned** to believe that thinking and acting in certain ways is safe, predictable and orderly when, in reality, they’re not.
- This doesn’t mean we’re dumb; it just means we’re unaware of the truth.
- Another thing that can make **awareness** of prejudice difficult is discussing it with the very people who passed the prejudice to us in the first place.
- To understand our prejudice, we must **question** our conditioned thinking!
- As soon as we begin to question, we wake up!

Go to Tool 6B, “Similarities Instead of Differences!”
Do this exercise with students. Then return to this page.

Becoming Aware of Our Prejudiced Thinking

1. Tell students:

- As I read aloud the following list of prejudiced thoughts, ask yourself to honestly consider whether you believe any of them:
 - ✓ Men are stronger and more intelligent than women.
 - ✓ Women are more gentle than men.
 - ✓ White people are better business people than black people.
 - ✓ Black people are more athletic than white people.
 - ✓ Younger people are better workers than older people.
 - ✓ To have peace, we must protect ourselves by fighting.
 - ✓ Authorities don't ever need to be questioned.
 - ✓ To be good we must accept, without question, what we're told to do.
 - ✓ Ambition is good; winning is everything.
 - ✓ The more money you have, the better the person you are.

- As you've already learned, prejudiced thoughts are the result of some kind of fear.

- Fears sometimes become exaggerated and are called phobias. For example, claustrophobia is a fear of an enclosed or crowded place.

- Some people have developed a phobia — an extreme fear — of “foreigners.” Their prejudice leads them to believe that “strangers” are a threat to their safety and security. A “stranger” — someone who's “different” — becomes a feared **enemy**.

2. Ask students:

- Does “the enemy” in any situation really exist? How do you know?
- When you go to that “stopping” place inside you where you stop, think and make a decision, can you define an “enemy”?
- Is there, in fact, only one enemy — the one we create in our brain?

**Go to Tool 6C, “Ten Mental Steps!”
Do this exercise with students.
Then return to the Summary.**

Summary: *Read the following to students to sum up this lesson:*

- ❖ Sometimes we’re conditioned to believe that thinking and acting in certain ways is safe, predictable and orderly when, in reality, they’re not. Such conditioning makes us unaware of the truth.
- ❖ To understand our prejudice, we must question our conditioned thinking. As soon as we begin to question, we wake up.
- ❖ Prejudiced thoughts are the result of fear. Exaggerated fears — phobias — lead some of us to believe that “strangers” are a threat to our safety and security. This is how we create “the enemy.”
- ❖ We get prejudiced by sleep-walking through life, by acting on images that we’re conditioned to believe, and by creating enemies that exist only in our brains.
- ❖ How many of us do this? All of us!

**Congratulate students
on successfully completing another lesson
and furthering their awareness!**

TOOL #6A - ACTIVITY

Waking Up!

- ✓ **Ask students to write on a piece of paper a particular prejudice they believe exists in their brain — perhaps a prejudice that has been passed to them by people they know.**
- ✓ **Give students a few minutes. Invite them to write more than one if they wish.**
- ✓ **Ask for a Volunteer. Then, ask the Volunteer:**
 1. What's the prejudice you believe exists in your brain?
 2. When do you notice this prejudice coming alive in you?
 3. When this prejudice happens, are you aware of it in the moment? Or does the awareness happen afterward?
 4. If you had to name a part of your brain that goes to sleep when this prejudice happens, what part would it be?
 5. If you had to come up with a preventive measure, something to keep that part of your brain from going to sleep, what would it be?
 6. Could it be certain words, like "This is your wake-up call!" Or could it be a sound, an alarm, a bell, a chime? Could it be a friend calling you on it?
 7. What would be your favorite way to wake up from this sleepy state called prejudice? How would you most like someone to make you aware of it?
- ✓ **Ask for more Volunteers, as time permits.**
- ✓ **Return to page 45.**

TOOL #6B - ACTIVITY

Similarities Instead of Differences

- ✓ **Ask students to divide into pairs, or you can create the pairs yourself. Then, tell each pair:**
 1. Look at and talk quietly with one another for several minutes, and while you are talking, and relating, notice everything you can about that person that is similar to you. For example, you both have a head, two arms and two legs. But go beyond the obvious. Notice height, eye color, hairstyles.
 2. Then go even farther. Notice the words that person uses, and notice what that person believes. Imagine, if you can, that you ARE that person. How would you walk? Talk? Think? Act?
 3. What are some aspects of the person's behavior that clue you in to who this person is? Do you act the same way?
 4. What are some features of this person — like yours — that you particularly like?

- ✓ **Call time after about five minutes. Ask for a Volunteer pair to stand before the others and talk about what similarities they found in one another.**

- ✓ **Any other Volunteers are welcome to come up and do the same. Then, ask students:**
 1. What did you enjoy about finding likenesses?
 2. What did you least like about searching for similarities?
 3. What did you learn that you didn't know before?
 4. What happens to prejudice when you're looking for similarity?

- ✓ **Return to page 46.**

TOOL #6C - ACTIVITY

Ten Mental Steps

- ✓ **With students, read through the ten mental steps to war on the following page (make sure students have a copy of it).**

- ✓ **Then, ask students:**
 1. When we come upon a thought, such as “That person across the street is different,” do you think it’s important to test that thought?
 2. What kinds of questions should we ask? “Is this true?” “Is this a judgment?” “Is this my opinion?” “How do I know?”
 3. Why do you think it’s important to ask ourselves questions like these?
 4. If we don’t ask these questions, what happens? Are we asleep? Are we acting on images we’ve been conditioned to believe?
 5. If we don’t go to that “stopping” place inside us where we make decisions, does the danger exist that we might create an enemy that exists only in our brain?

- ✓ **With students, read through the ten mental steps to peace. Read them aloud, also.**

- ✓ **Then, ask students:**
 1. How are the ten mental steps to peace different from the ten steps to war?
 2. Did the process of questioning begin differently? How so?
 3. Do you think the questions were logical, peaceful thoughts?
 4. Are these questions the result of acting on images we’re conditioned to believe, or the result of intelligent questioning?
 5. Is an enemy created? What’s created instead?

- ✓ **Return to page 47.**

TOOL #6C - ACTIVITY

Ten Mental Steps

The following are the ten **mental** steps to war. Read them aloud, one by one, and notice how one step leads to the next.

The Ten Mental Steps to War

1. That person across the street is different from me.
2. That person across the street is “bad.”
3. That person is a threat to my safety and security.
4. That person is a threat to my group’s well-being.
5. That person and that person’s group is my “enemy.”
6. I must defend myself against my enemy.
7. I must defend my group against “them.”
8. I feel inner conflict.
9. I project my conflict onto my “enemy.”
10. We’re going to war!

Now, picture a full moon on a dark night. Can you see how it shines equally on everything within its range? Your mind is like the moon. If you shine it equally on everything within its range, it will be open, aware of all things.

With your mind like the moon, now read through the following ten mental steps to peace.

The Ten Mental Steps to Peace

1. That person across the street looks different.
2. I wonder where that person across the street is from?
3. Is that person a threat to my safety and security?
4. Is that person a threat to my group’s well-being?
5. Probably not.
6. Do I have to defend myself against this person?
7. I’ll walk over and say hello.
8. I feel no conflict.
9. I project my confidence and peaceful intentions.
10. Have I achieved the highest martial arts goal?



LESSON #7

The Bells and Knots of Conditioning

Breakdown of Lesson #7:

- The “fight or flight” response.
- Pavlov’s dogs.
- Rewards and punishments.

Materials Needed:

- See Tool 7A: Make two copies of role-play, page 57, for Volunteers.
- See Tool 7B: Make a copy of activity, page 59, for every student.
- See Tool 7C: Make a copy of activity, page 61, for every student.

The “Fight or Flight” Response

1. Ask students:

- Do you remember the danger you sensed the last time you felt afraid?
- Did your brain send messages to your body to prepare to either fight or run away?
- Can you guess why our bodies prepare us for these actions? Do you think it’s to help us survive?

2. Tell students:

- When we’re in danger, we usually want to either fight or run away. This “fight or flight” response exists for our self-preservation. It’s a healthy and natural response to **real** danger.
- Sometimes our “fight or flight” response happens when the danger is **not real**, and is based on a **fear** or **prejudice** we have.

- For example, if you were ever attacked by a large white dog, you may be prejudiced against any dog that's large and white. If you've seen a few news reports showing tall, muscular, foreign-looking people committing crimes, you may have developed a prejudice against anyone tall, muscular and foreign-looking.
- When we're prejudiced, we don't **act** based on what we're really seeing. We **react** based on something that happened in the past.

Go to Tool 7A, "A Mental Move."
Do this exercise with students. Then return to this page.

Pavlov's Dogs

1. Ask students:

- Did you know that Ivan Pavlov, a Russian surgeon, developed the concept of the "conditioned reflex" by working with dogs? What would be your guess as to what a "conditioned reflex" is?
Encourage any and all guesses.
- In a well known experiment, every time Pavlov got ready to feed one of his dogs, he rang a bell. Every time he rang the bell, the dog would salivate before getting his food. Why do you think that would happen? *Encourage all responses. All guesses are good.*
- Do you think it's because the sound of the bell became associated by the dog with the sight of food?

2. Tell students:

- What amazed Pavlov is that the dog **always** salivated when hearing the bell, whether the dog got food or not. So, Pavlov discovered that he had **trained** or **conditioned** the dog to **react** in a certain way.
- In our daily life, people often **ring** a certain **bell** that we **react** to, without thinking. For example, someone calls you a name you don't like, and an angry bell inside you makes you want to fight.

3. **Tell students:**

- Mental strength comes when we do **not** run away and when we do **not** fight.
- Mental strength comes when we **listen** to our thoughts and feelings and **act** instead of **react**!
- The best way to acquire this mental strength is to sit quietly, watch our thoughts and feelings and **do nothing about them but watch!**

Go to Tool 7B, “Bubbles in a Glass of Soda!”
Do this exercise with students. Then return to this page.

Skinner's Lesson

1. **Tell students:**

- A psychologist named B. F. Skinner became famous for studying human conditioning and the way we humans respond to rewards and punishments.
- Skinner was also a teacher. One day his students wound up teaching **him** something about conditioning.

2. **Read to students:**

Skinner's students were all aware that Professor Skinner was a pacer. While he lectured, he paced up and down the front of the classroom. They devised a plan to try to condition him to stand on only one side of the classroom!

That day, whenever Professor Skinner walked to the right side of the room as he was teaching, the students would listen attentively and raise their hands to ask many questions. When he walked to the left side of the room, the students would act bored, not ask questions and purposely not pay attention.

By the end of the class, Professor Skinner, who normally paced back and forth continually, was pinned up against — you guessed it — the right side of the room! The lesson for that day was — the right use of **rewards** and **punishments** is how conditioning works!

3. Ask students:

- How was Professor Skinner taught by his students? What exactly did he learn?
- Can you see how the professor was rewarded?
- What are some ways you've been conditioned by the use of reward and punishment?

**Go to Tool 7C, "Rewards and Punishments!"
Do this exercise with students. Then return to this page.**

Summary:

- ❖ All of us at one time or another are trained to judge instead of see things as they are.
- ❖ All of us at one time or another are programmed to react instead of act.
- ❖ All of us, at one time or another, are conditioned to fight or run away, not aware that we have other choices.
- ❖ All of us, at one time or another, are rewarded or punished for acting in certain ways, without understanding that we are being conditioned.
- ❖ All of us are capable of achieving the highest goal of the martial artist: to stop a fight — whether it's mental or physical — before it starts!

**Congratulate students on completing
another successful lesson!**

TOOL #7A – ROLE-PLAY

A Mental Move

Before the Role-play:

- ✓ Ask for **two Volunteers** to participate in a role-play. Give the Volunteers a moment to read through their scripts so they understand the parts they're supposed to play. If they've never done this before, help them understand what they're supposed to do. **Jolton is a threatening bully. Virgo is a gentle, but strong person.**
- ✓ You may give copies of the script to the two Volunteers **the day before** class and ask them to study the parts so they can read them well. You may want to give them instruction on what you hope to get out of the role-play. Explain that it's important for them to get into their parts and to read with enthusiasm.
- ✓ Tell Volunteers that the words in *italics* should be read aloud, but as private thoughts. Also tell them that words in parentheses are instructions for them as they are reading their parts.

Do the Role-play (see next page).

After the Role-play:

- ✓ **Ask students:**
 1. Where did you first see a sign of fear? Was it in Jolton, or in Virgo?
 2. What words or thoughts gave the speaker away?
 3. Did you expect Virgo to fight? Or to run away?
 4. What did Virgo do that was different?
 5. Did Virgo tell Jolton the truth?
 6. Where did you notice a sign of prejudice?
 7. What would you say to the prejudiced person about what you noticed?
- ✓ **Return to page 53.**

TOOL #7A - ROLEPLAY

Role-play: A Mental Move

JOLTON

Where you going, Nerd? *If I scare him enough, I can keep him from thinking I'm stupid.*

VIRGO

If you're talking to me, my name is Virgo. And where I'm going is probably none of your business. *That was not a smart answer. This guy is a lot bigger than I am. I better keep talking.* But I'll tell you anyway. I'm going to my class.

JOLTON

You're lying to me, Nerd. *The kid thinks I don't know that there are no classes at 4 pm.*

VIRGO

I would not lie to you, Jolton. I'm going to my class.

JOLTON

Okay. He's going to play tough. You must think I'm stupid or something to believe that you're going to class when it's four o'clock in the afternoon, Nerd!

VIRGO

It's a class I take AFTER school, Jolton.

JOLTON

What fool class are you taking AFTER school, Nerd? Rocket science? Basketball for small nerds?

VIRGO

I'm taking a martial arts class, Jolton.

JOLTON

(Laughs.) Oh yeah? Well, let's see one of your martial arts moves, smart guy! (Laughs again, loudly.)

VIRGO

Okay. Smiles, then turns and walks away.

TOOL #7B - ACTIVITY

Bubbles in a Glass of Soda!

✓ **Tell students:**

1. The following activity is designed to help you relax by making your mind strong and focused.
2. This activity helps us go to that “stopping” place inside us where we can think clearly and act rather than react.
3. This activity is a powerful exercise to help us attain the highest goal of the martial artist — to stop a fight before it begins.

✓ **Give every student a copy of the activity on the following page. Tell them that they may want to hold onto this exercise and use it whenever they feel the need.**

✓ **Do the exercise.**

✓ **Afterward, ask:**

1. Do you feel a difference between how you felt before and how you feel now? What’s the difference?
2. Are there times in your life when *just* watching your thoughts and feelings might help you?
3. When you watch a thought bubble up and just let it be there, without trying to do anything about it, what happens inside you?
4. Do you think that observing thought is a kind of conditioning? In what way? Or is it a way to free us from conditioning? Why?
5. Do you think it’s a reward or a punishment? Why do you think so?
6. Did it make your mind feel stronger? In what way?

✓ **Return to page 54.**

TOOL #7B - ACTIVITY (continued)

Bubbles in a Glass of Soda!

- ✓ **Sit comfortably, wherever you are, so you can relax.**
 1. Think of someone who's been on your mind lately, or something you've thought about a lot lately — a parent, teacher, close friend, kids at school, your homework. Pick one thought.
 2. You may want to think about someone or something that has made you angry or feel hurt lately.
 3. As you sit comfortably, close your eyes and look inside at your hurt or angry feelings. Don't do anything — just watch!
 4. Whatever your hurt or angry thought-and-feeling, just let it come up like bubbles in a glass of soda. Watch the thought- feeling bubble up, and then watch it disappear, without any effort on your part.
 5. Do your best to not judge what you see, by saying "That's good," or "That's bad." If you do, just watch that you're doing that.
 6. The point is to let any thought/feeling come and go without ever acting on it.
 7. Have you ever seen bamboo in the wind? You are bending like bamboo in the wind. You are able to **not** hurt back, even when you've been hurt. This gives you remarkable mental strength.
 8. This is the true essence of the study of martial arts: learning how to not hurt back — stopping conflict, whether it's in your mind or with another person — before it starts!
- ✓ **Congratulate students on a successful activity!**
- ✓ **Tell students they can do this exercise anytime, anywhere when they feel angry, hurt, frustrated, alone, or discouraged. This activity helps us feel the hurt and not hurt back — and gives us a sensation of great mental strength.**

TOOL #7C - ACTIVITY

Rewards and Punishments

- ✓ **Pass out copies of the following page to all students. Make sure each student has a pencil or pen.**

- ✓ **Ask students to come up with at least one situation that might inspire each reward or punishment listed on the following page, such as:**
 1. “I gave someone a present.”
 2. “I called someone a terrible name.”
 3. “I helped someone mow the lawn.”

- ✓ **Give students 5-10 minutes. Then, call time. Read each reward or punishment, and ask for Volunteers to read some of their responses. Then, look around the room and ask:**
 1. What is a reward you received recently?
 2. Was it verbal, physical, mental? How would you describe it?
 3. What do you think you were being rewarded for?
 4. Are you sure what you received was a reward? What makes you think so?
 5. What is a way you’ve been punished recently?
 6. Was it mental punishment? Verbal punishment? Physical punishment?
 7. Why do you think you were being punished?
 8. Are you sure what you received was a **real** punishment — not something you **judged** as punishment? Did you go to your “stopping” place and think about it?
 9. How does a reward condition you to do something?
 10. How does punishment condition you to do something?

- ✓ **Return to page 55.**

TOOL #7C - ACTIVITY

Rewards and Punishments

<u>Reward or Punishment</u>	<u>A Possible Situation</u>
1.	Someone smiles at you.
2.	Someone stares at you.
3.	Someone pats you on the back.
4.	A friend gives you candy.
5.	Your mom makes your favorite dessert.
6.	Someone gives you a spanking.
7.	A person you know offers you money.
8.	A teacher gives you a bad grade.
9.	Someone you know gives you a hug.
10.	A friend refuses to talk to you.
11.	A friend starts fighting with you.
12.	A friend gives you a present.
13.	Someone compliments you.
14.	Some people declare war on you.
15.	You are robbed of your possessions.
16.	You are dragged off to jail.
17.	People throw you a party.
18.	Someone calls you a name you don't like.



LESSON #8

Elements of Knot-Like Thinking

Breakdown of Lesson #8

The wiring in our brain.

The prejudice knot.

Seven elements of knot-like thinking.

Materials Needed:

See Tool 8A: Prepare a two-person combat combination, to be used on p. 68.

See Tool 8B: Make a copy of pages 70-71 for every student.

See Tool 8C: Make a copy of page 73 for every student.

The Wiring in Our Brain

1. Ask students:

- Have you seen a television, radio or other piece of equipment break down because of faulty wiring? *Allow brief responses.*
- Do you think it's possible that our thinking can break down like that? *Let students think; encourage answers.*
- Do you think it's possible to believe something all your life and then find out that, due to faulty wiring, you've believed something that's not true — that it's never been true? *Allow students to offer some brief, personal examples.*

2. **Tell students:**

- We can become **aware** of faulty brain wiring by making our mind like the moon and shining awareness inwardly on our thoughts.
- Once we become **aware** of the data in our mental computer that causes us to become prejudiced, we're on our way!

Go to Tool 8A, "The Unbroken Flame of Attention."
Do this exercise with students. Then return to this page.

The Prejudice Knot

1. **Ask students:**

- Have you ever seen a knot that loops back on itself, so it appears to have no beginning and no end? (*Draw a mobius strip on the blackboard.*) Do you think it's difficult to get out of a knot like this?
- Do you think we get knots like this in our thinking? Are they difficult to untie, too?
- Do you think prejudice is a knot in your brain? If so, what holds it together? Intelligence? Fear? Compassion? Illness?

2. **Tell students:**

- Unless we become **aware** that we're caught in such a knot in our brain, we could stay knotted forever!
- Most thinking begins with a basic statement. Then, a thought is expressed that isn't true, is partially true, or hides what's true.
- Once that thought is out there, people who express it believe in it — and prejudice is born.

Go to Tool 8B, "The Prejudice Knot."
Do this exercise with students. Then return to this page.

Seven Elements of Knot-Like Thinking

1. **Move through these elements as quickly as you can, passing out copies of chart, page 73. Ask students:**

- When something is repeated over and over again, do you feel compelled to believe that it's true? Why?
- Do you think the fact that something is repeated — say, like a television commercial — that the information you are getting must be factual?

2. **Tell students:**

- Repetition is an element of knot-like thinking. It's saying and/or hearing the same thing over and over again.
- When we're very young, our parents condition us to do or not do many things. This conditioning is for our safety. Advertisers try to condition us to buy their products. This conditioning is not for our safety.

3. **Ask students:**

- How many times a day do we compare one thing with another, one person with another? When was the last time you made a comparison? What did you compare?
- Do you think all comparisons are helpful?

4. **Tell students:**

- Comparison can be an element of knot-like thinking, especially if one group of people is compared with another.
- This leads one group of people to see themselves as "Us" and everyone else as "Them," which causes what? Separation!

5. **Ask students:**

- Are you aware that when you watch a movie in a theater, a film image is being “projected” onto a screen?
- Are you aware that when one person tells you that another person is “stupid” — that the first person has projected an image of that other person into your mind — like a film onto a screen?

6. **Tell students:**

- Projection is an element of knot-like thinking. It’s the act of “throwing” an image that’s in our minds onto some other person or thing.
- When we engage in this act of projecting our thoughts onto others the image is in our brain, but is it real? Is it a fact? A judgment? Is it based on fear?

7. **Ask students:**

- Do you belong to an organization? A group organized as a belief system? An institute? A community? A club? A city, state, country or nation?
- Do you and members of your group all think alike about one subject in particular? What subject?

8. **Tell students:**

- Identification can be an element of knot-like thinking. When we belong to a group, we sometimes unconsciously imitate a group’s personality — to belong, to feel accepted, to feel secure.
- When we **are aware** that we’re identifying with and acting like a group, we act out of intelligence. When we **unconsciously follow** the “rules” of a social group, we act based on conditioning.

9. **Ask students:**

- What does “authority” mean to you? When was the last time you had to deal with an “authority” figure?
- Have you had an experience with an “expert” of some kind? Was your experience pleasant? Helpful? Frightening?

10. Tell students:

- Authority is the power to command, demand obedience, and enforce laws. Detectives check the facts, and so should we.
- When we unconditionally accept information that “experts” feed us, without checking on the truth — we surrender to authority.
- Some authorities have our best interests at heart; others don’t. Some have a lot to teach us, but rarely does one person know everything there is to know on a subject.

12. Tell students:

- We already know about reward and punishment. Reinforcement is rewarding behavior with words or actions, over and over, to achieve an effect — to get us to behave, for example.
- Sometimes we’re brought up to believe so strongly that certain thoughts and feelings are the only ones that will bring us security and happiness, that we don’t even look at the possibility that there may be another way of living.

13. Ask students:

- Do you have a belief you’ve never questioned? Do you think it makes sense to believe what someone else has told you without finding out for yourself whether or not it’s true?
- How scary does something someone says have to be for us to feel compelled to find out whether or not it’s true?

14. Tell students:

- Belief is an unquestioning acceptance of something, with no proof that it’s true.
- Sometimes we’re unaware of beliefs or situations that affect our psychological survival. We don’t check them because we don’t **recognize** them.

**Go to Tool 8C, “Elements of Knot-Like Thinking.”
Do this exercise with students. Then return to this page.**

Summary: *Read these to students to sum up this lesson.*

- ❖ From the time we’re very young, we’re conditioned to accept many rules and regulations.
- ❖ Some of this conditioning helps us to feel and to be safe, and helps us survive.
- ❖ Still, conditioning is not education. It’s repeated, compared, projected, identified, authoritarian, reinforced, believed programming — memorized learning.
- ❖ We must learn to be able to determine when we’re being conditioned and when we’re being educated.
- ❖ When we get proper, intelligent guidance to help us make informed decisions, then we’re getting a real education.

**Congratulate students on completing
another tough lesson!**

The Unbroken Flame of Attention

- ✓ Divide students into partners. Encourage students to pair off with students they don't know well.
- ✓ Select a two-person (offense/defense) combat combination for the partners to do. Then, ask partners to decide which partner will go first. That will be Partner 1.
 1. **Partner 1:**
Begin your combat combination.
 2. **Partner 2:**
Face your partner and begin now to clear your mind of any thoughts and feelings that keep you from being in the present. **Your focus is only on here and now.**

Begin to focus on your partner: how your partner is looking at you, your partner's arms, legs, stance — how your partner is moving.

Create an unbroken flame of attention on what your partner is going to do next, completely removing thoughts of yourself — how you look, what you need to do next, how you should act. Every one of your moves is going to be based only on what your partner is doing. **Your focus is only your partner.**
- ✓ Ask students to change places and do the exercise again.
- ✓ Afterward, ask:
 1. Were you able to pay total attention to your partner and your partner's moves?
 2. How did it feel to create an unbroken flame of attention?
 3. Was it too difficult for you to focus strictly on your partner?
 4. Do you think such focus helps you become a stronger martial artist? How?
- ✓ **Return to page 63.**

TOOL #8B - ACTIVITY

The Prejudice Knot

- ✓ **Read through the conditioned thinking, on the following page, that forms a prejudice knot.**
- ✓ **Ask students:**
 1. Do you think a basic statement of information is always true? Is the one you started with true?
 2. Once a thought is expressed verbally by one person to another, does it seem to carry weight? Does it appear to be true, just because it's been mentioned?
 3. Why do you think that the knot of prejudice tends to get tighter and tighter once it appears?
 4. Once we've decided that someone or some group is "the enemy," how can we correct this wrong turn and head for our "stopping" place to redirect our thinking?
- ✓ Give each student a copy of Part 2 of the activity, page 71. Divide students into groups of three or four. Ask groups to create a basic statement of information, and then build on it, so they can see the mechanics of a prejudice knot.
- ✓ Tell students they have (5 - 10) minutes, so they have to move quickly and work together efficiently.
- ✓ **Afterward, ask students:**
 1. As you filled in the blanks, what did you discover about how the prejudice knot develops?
 2. Did this conflict seem to have a beginning, a middle, an end?
 3. How many wars — personal or national — do you think get started this way?
- ✓ **Return to page 64.**

The Prejudice Knot

- 1. Basic statement of information.**
“I think that all people with green skin are mean, greedy and distrustful. I know this because my best friend told me.”
- 2. The thought is expressed, and it begins to catch on.**
“I was told by experts that all people with green skin are mean, greedy and distrustful. These people know what they’re talking about. Since I’m young and know less, I can’t question them. They’re the ones who know and, therefore, they must know what’s true and right for me.”
- 3. The thought continues in this direction and keeps going.** I believe what they say is true. People with green skin are mean, greedy and distrustful. I shouldn’t put up with them, not even tolerate them. When I meet a green-skinned person, I automatically think, “That person’s mean!” “That person’s greedy!” “That person’s distrustful!”
- 4. The knot gets tighter.** I can't trust **them**, so I’m afraid of them. Being afraid of **them**, I want to protect myself. So, I join other people who think the way I do, so we feel safe and secure. So our friends, family, leaders, country can feel safe and secure, and together we can defend against all green-skinned people who are mean and distrustful.
- 5. “They” and “them” become “the enemy.”** Why should we defend against all green-skinned people who are mean, greedy and distrustful? Because **they threaten** our beliefs; our traditions; our heritage, nation, and birthright; our way of life ... **everything we stand for!**

And, if green-skinned people are a threat to **US**,
And are against everything **we** stand for,
THEY must be THE ENEMY!
And, being our ENEMY, **they** must be TERRORISTS!
And if **they** are TERRORISTS, **we** must be FREEDOM FIGHTERS!

And If **we** are FREEDOM FIGHTERS, **we** must be PROUD of those
Who are our HEROES in our WAR against the green-skinned people
Who are mean and distrustful.
We must defend against **them**,
Because **we** don’t have a choice....do we?

TOOL #8B - ACTIVITY - Part 2

The Prejudice Knot

1. **Basic statement of information:**

2. **The thought is expressed, and it begins to catch on:**

3. **The thought continues in the wrong direction and keeps going:**

4. **When the knot gets tighter, here's what happens:**

5. **"They" and "them" become "the enemy."**
 - ✓ Why should we defend against _____ ?
 - ✓ Because they threaten our _____
_____.
 - ✓ _____ must be "the enemy."
 - ✓ If they are the enemy, we must be _____
 - ✓ We must defend against _____
because we have no choice — do we?

TOOL #8C - ACTIVITY

Elements of Knot-Like Thinking

- ✓ **Make sure every student has a copy of the seven elements on the following page. Give them a chance to fill them in. Afterward, ask students:**
 1. How many of these elements do you think you know pretty well?
 2. Do you think you would recognize most of them if you saw them “in action”?
 3. Who would like to volunteer to read an example you wrote?
 4. How do you all respond to this example you’ve just heard? Does it represent the element well, in your opinion?

- ✓ **Encourage responses from all students. Use the exercise to see how well they have grasped the concepts.**
 1. Which element(s) do you find the most difficult to comprehend?
 2. Why do you think you find that one difficult?
 3. Is it possible you find it difficult to grasp because you are caught in the knot yourself?
 4. How exactly do you think you might be caught in this knot?
 5. What do you think could be a helpful way to untie this knot?

- ✓ **Return to page 67.**

TOOL #8C- ACTIVITY

Elements of Knot-Like Thinking

Test yourself to see how well you recognize these elements of knot-like thinking! As you read the name of each one and its action, write, in the last column, an example. The first example might be: “The best part of waking up is Folgers in your cup.”

NAME OF ELEMENT	ACTION OF ELEMENT	EXAMPLE OF ELEMENT
Repetition	Saying and hearing the same thing over and over.	
Comparison	Comparing one group of people with another.	
Projection	“Throwing” an image in our minds onto another person or thing.	
Identification	Becoming part of a group in order to “belong.”	
Authority	The power to command, demand obedience, and enforce laws.	
Reinforcement	Rewarding behavior with positive words or actions to achieve a certain effect.	
Belief	Accepting something, with no proof that it’s true.	



LESSON #9

Concepts That Numb the Brain

Breakdown of Lesson #9:

- A clear mind reflects what's there.
- The words we use.
- Words reveal our prejudices.

Materials Needed:

- See Tool 9A: Make two copies of role-play, page 79, for Volunteers.
- See Tool 9B: Use chart "Words I Use When I'm Prejudiced."
- See Tool 9C: Prepare a situation, page 81, in case students don't.

A Clear Mind Reflects What's There

1. Tell students:

- A **distracting thought** is like a stone thrown into water. It causes ripples that throw the water — and our mind — off course. When we become inattentive, we put ourselves in danger.
- A **clear mind**, like still water, reflects exactly what's there — with no distortion. It sees where an attack is coming from and also sees the hurt and anger below the surface.
- A still, clear mind doesn't judge hurt or anger. Judging stirs the water, makes it muddy and obscures our vision.

Go to Tool 9A, "A Deep Mental Breath!"
Do this exercise with students. Then return to this page.

2. Tell students:

- We've learned a lot over the past weeks:
 - ✓ There's a difference between a **fact** and an **opinion**; between getting information **first-hand** and **assuming**; and between **understanding** and **judging**.
 - ✓ Our brain operates in a mechanical way that's sometimes programmed to create false images — that aren't **real** or **true**.
 - ✓ We've seen how **programmed images** can be formed when we're "asleep," under the hypnotic spell of knot-like thinking.
 - ✓ We're aware of what happens when we repeat, compare, project, identify with, and reinforce this thinking by listening to **so-called experts** and authorities who may not be passing along accurate information.
 - ✓ We've discovered that **fear** can create incorrect images that get stuck in our brains, and that **conditioning** helps us hold on to these images — forever, if we don't wake up.
 - ✓ We've discovered that "**the enemy**" is our own invention.
 - ✓ We've learned that prejudice is a **reaction**, and if we want to act rather than react, we have to **think** for ourselves.
- Today, we're focusing on maintaining a still, clear mind. When we are focused, we have the mental strength to achieve the highest goal of the martial artist — to stop a fight before it begins.
- Sometimes, the simplest thing can start a fight in our brain. It can be a word, or a group of words such as the ones we've been adding to our chart, "Words I Use When I'm Prejudiced."

**Go to Tool 9B, "Watching Words!"
Do this exercise with students. Then return to this page.**

The Words We Use

1. Ask students:

- Have you ever been called a name you didn't like? What was the name? *Encourage students to say the word aloud, even though it may be painful, or considered an improper word. We want students to understand that words cannot hurt us, if we don't let them.*
- How did it make you feel to be called that name?
- Have you ever called another person a name? What name? Why did you use that name? Was your intention to hurt the other person? Why?
- How did it make you feel to use that word?

2. Tell students:

- Words such as these are an attempt to **put down, de-humanize, hurt** or make someone feel **inferior**.
- Any feeling that projects these words is triggered by conditioned, prejudiced thinking.
- There **is** a way to be free of it:
 - When someone calls you a name, the only thing that can make it true is **your reaction**.
 - If you **react** to this name-calling as if it's true — and take it as an insult — you create **conflict** inside your brain.
 - If you **act** toward this person doing the name-calling as if this name does not apply to you — you create **no conflict** inside your brain, and you feel no need to react!

Go to Tool 9C, "Action or Reaction?"
Do this exercise with students. Then return to this page.

Words Reveal Our Prejudices

1. Ask students:

- Are you now aware that when you use certain words, your prejudice shows? *Encourage student responses.*
- When you use words like these, are you judging or understanding? Fact-gathering, or assuming? Offering a fact, or an opinion?
- When you hear words like these directed at you, can you **see** that someone is **judging** you? **Assuming** something about you? Voicing an **opinion** rather than a fact?

2. Tell students:

- When we are **aware** that someone is judging, assuming or voicing an opinion — rather than seeking the truth, or trying to understand us — we can **see** that this person is in conflict.
- People who call other people names are people who have probably been called names themselves. It's likely that there's a lot of conflict going on in their brains.
- When we can **see** that person's hurt, we can **stop** conflict right on the spot! We don't have to fight that person. We don't have to run away from that person. We can simply **stop, focus and understand** that person.

Summary: *Read through these with students to sum up this lesson.*

- ❖ A clear mind, like still water, reflects exactly what's there — with no distortion.
- ❖ A still, clear mind doesn't judge hurt or anger. Judging stirs the water, makes it muddy and clouds our vision.
- ❖ When we can **see** a person's hurt, we can **stop** conflict right on the spot! We don't have to fight that person. We don't have to run away from that person. We can simply **stop, focus and understand** that person — then **act** immediately — intelligently.

TOOL #9A - ROLEPLAY

A Deep Mental Breath!

- ✓ **BEFORE ROLEPLAY**, make two copies of role-play. Ask for two Volunteers to play the parts of **Drew** and **Frankie**.

- ✓ **Tell students:**
 1. We never know how a bully is going to act or react. When we **focus**, however, we're going to become **aware** of signals.
 2. The more practice we get **simply observing** rather than fighting back, the stronger our minds become.
 3. When you make a **decision** to stand up to a bully, with your face, your body, your mind, your voice — your focus is to let the bully know that you're not going to take the bullying anymore.

- ✓ **DO ROLEPLAY (next page).**

- ✓ **AFTER ROLEPLAY, ask students:**
 1. What do you think of the way Frankie stood up to Drew?
 2. Who had a powerful mind?
 3. Who maintained a high level of focus?
 4. Do you think one person surprised the other? Which one?
 5. Do you think Frankie became a bully?
 6. Did Frankie handle the situation in a non-bully-like way?
 7. Do you think it would have made a difference if some of Drew's friends were around? Some of Frankie's friends?
 8. What advantage did Frankie have in being alone with Drew?
 9. How would you handle this situation?

- ✓ **Return to the top of page 75.**

TOOL #9A - ROLEPLAY
A Deep Mental Breath!

DREW

Hey, you! Frankie! What are you doing just sitting there with your eyes closed like a stupid creep?

FRANKIE

(Sits calmly, without opening eyes:) I'm practicing my martial arts, Drew.

DREW

You are the stupidest looking person I have ever seen in my life! Where did you get those ugly clothes? I'll bet your mother picked those out, huh! I'll bet you still go shopping with you mommy and she buys you sissy stuff to wear! And your hair! Man, oh, man, I'll bet you think it looks cool, huh? That hairstyle went out in about 1980! Don't you know how to get with it?

FRANKIE

(Keeps eyes closed and takes a big breath:) This is my martial arts clothing. It's very comfortable, Drew.

DREW

What's the matter with you? Are you too dumb to know anything at all? Well, it shouldn't surprise me, I guess, considering where you live and the crazy people you hang out with. I've seen those fat, sloppy, putty-for-brains people. No wonder you're such an idiot!

FRANKIE

(Takes a big breath, opens eyes and stands up to face Drew. Takes the same tone of voice that Drew uses, then rattles off the following as fast as possible:) In the first place, what I wear and who I hang out with does not concern you. In the second place, I don't have to listen to you. You know why? Because I don't like you. In the third place, I find it difficult to even see you. You know why? Because you take advantage of people and have no respect for anyone. You know why? Because you don't have respect for yourself! If you respected yourself, you wouldn't try to pick on other people! If you ever want to learn what respecting yourself is about, ask me sometime — when I'm in the mood to tell you. In the meantime, buzz off! *(Walks away quickly.)*

DREW

(Standing alone:) There's no hope for you, Frankie! You are worthless! Stupid! Unimportant!

TOOL #9B - ACTIVITY

Watching Words

✓ **Tell students:**

- There are many words people use when their intention is to put someone down, or feel superior to another person. We all know what words hurt us. *(Use the chart you've started to demonstrate what words you're talking about.)*
- No matter what the words are, the strong emotional reaction we feel is an effect of prejudice. When we **use** these words, we must understand that there's going to be an effect. When we **hear** these words, we must let ourselves hear without judging them, without reacting to them. We must learn how to just watch them.

✓ **Ask students:**

- What kind of effect do you experience when someone tries to put you down with certain words? How does the effect make you think, or feel? *Encourage responses.*
- Why do you think people sometimes want to put-down others with words? Do you think it's an attempt to make themselves right and others wrong? Do you think it's a fear of some kind?
- If you had to think up five ways to keep yourself calm when someone uses words like these on you, what would they be? *Write suggestions on a board or chart. Encourage all responses, such as: Go to my "stopping" place. Use contemplation.*

✓ **Ask students:**

- There's an old saying: "Sticks and stones may break my bones, but words can never hurt me." It's also true about names.
- What does this saying mean to you? Do you think it's true? How can words not hurt us?
- Do we have the power to keep words from hurting us? How?

✓ **Return to the top of page 76.**

TOOL #9C - ACTIVITY

Action or Reaction?

1. On a blackboard or chart, write:
Thought + Feeling + Words = Action or Reaction

2. Also, make three columns:
Thought _____ Feeling _____ Words _____

3. Tell students:

We're going to make up some actions and reactions to a situation. Then we're going to create possible thoughts, feelings and words that could have led to either an **action** or **reaction**. Let's see if we can recognize what creates one instead of the other.

4. Ask students:

Who will volunteer to tell about a situation in which there was conflict between you and another person? You don't have to say who it was, or tell us the outcome. Just give us the situation.

What's a possible **reaction** to the situation we just heard? *Take one of the suggestions and write it on the board.*

Who wants to come to the board and enter a **thought** that might inspire this reaction?

Now, who wants to come to the board and enter a **feeling** that might be inspired by that thought?

Now, possible **words** inspired by this thought and feeling?

5. Do the same thing with a possible **action** for this situation, rather than a **reaction**. Write the action on the board. Then ask for a possible thought, feeling or word that might have been inspired by this action.

6. **Spend some time** noting the differences between thoughts, feelings and words that lead to an **action** as opposed to those that lead to a **reaction**. Which come from conflict? Which come from a focused mind?

7. **Return to the top of page 77.**



LESSON #10

Our Mind Is Our Greatest Defense

Breakdown of Lesson #10:

- How words become attitudes.
- Lazy thinking creates prejudice.
- Avoid! Resolve! Manage!

Materials Needed:

- See Tool 10A: Make a copy of page 88 for every student.
- See Tool 10B: Make four copies of role-play, page 90, for Volunteers.
- See Tool 10C: Rent a video, or videotape a movie, if you can. Otherwise, bring in large photographs, ads or posters.

How Words Become Attitudes

1. Ask students:

- What do you think the word **generalization** means?
- Is it an **assumption** based on past experience?
- Do you think assumptions are lazy thinking — thinking without focus?
Are assumptions a form of prejudice?

2. Tell students:

- We're probably all guilty of **lazy thinking** at one time or another.
- Generalizations are **reactions** (rather than actions) and are the result of lazy, unfocused, prejudiced thinking.

3. **Ask students:**

- Here's a generalization you may have heard of. What is a **stereotype**? Can you name one?
- Do you think stereotypes represent a **real** group of people? If not, why do you think we use them?

4. **Tell students:**

- A **stereotype** is a fixed, mechanical mental picture, held in common by members of a group. It's an oversimplified opinion, attitude or judgment. "That girl is trendy." "That new kid is dangerous." "That brainy kid is a nerd."
- When we encounter a person or group we stereotype, our mechanical brain automatically sees the shallow image that our brain has created.

5. **Ask students:**

- What is **bigotry**? Where have you seen it in action? Do you think it separates people? How?
- Do you think it's good to be **prejudiced** against people who are not in a certain group, or who are different? Why?

6. **Tell students:**

- **Bigotry** is practiced by someone who is strongly partial to a group, religion, race or politics, and intolerant of those who are different.
- Bigots have a fixed mind set, an immovable way of thinking that divides people. They think in terms of "my group" vs. "your group." Sectioning the human race into "my" vs. "your" anything is an unfocused act of prejudice that creates **separation** and **conflict**.

**Go to Tool 10A, "Simple, General Images."
Do this exercise. Then return to next page.**

Lazy Thinking Creates Prejudice

1. **Ask students:**

- What is discrimination? Where have you seen it in action? Does it occur when we judge people as “lower than” or “inferior to” ourselves?
- How do you think discrimination causes conflict?

2. **Tell students:**

- **Discrimination** is the act of judging others as inferior. When we discriminate against people, we’re reacting to values we’ve been conditioned to believe.
- When we discriminate, we create conflict inside us that promotes conflict outside us, which is war.

3. **Ask students:**

- What is scapegoating? What does it mean to be a scapegoat? Have you ever been blamed for something you didn’t do?
- How did it feel, knowing that whatever occurred was really due to someone else’s actions, not yours?

4. **Tell students:**

- **Scapegoating** is making someone bear the blame of others. Not willing to accept responsibility for something that’s happened, we find someone else to blame.
- When we make someone else a scapegoat, we create conflict. It begins in our brain, then goes outside our brain and involves others.

**Go to Tool 10B, “The Same Root!”
Do this exercise with students.**

Avoid! Resolve! Manage!

Here's a way to measure the levels we humans reach when we're dealing with prejudice.

Avoid prejudice!

The moment we witness prejudice, we catch it in the act and we avoid it! We stop it before it starts! This is our highest goal.

Example: Someone calls you a name you don't like. You want to react — call that person a name, too. But instead, you stop and think. You have **insight** into the prejudice right as it's happening! You do something different — walk away, or make a joke! And in doing something different, you stop conflict before it starts! Like hitting the brake in a car before a crash. Braking in time, you're able to end a crash before it ever happens!

Resolve prejudice!

Unable to stop prejudice before it starts, it becomes a problem. It's creating conflict. We recognize that it's happened!

Example: Someone calls you a name. Without thinking, you call a name back. The conflict has begun; it's too late to prevent. But now you **see** it! You realize you've made a mistake by calling that person a name, too. You understand that you still have some power left. Right now, you can stop the conflict from intensifying!

Manage prejudice!

The conflict is too far along to prevent or resolve. All you can do is calm people down and pick up the pieces.

Example: Two of you have called each other names, you've begun to fight, and it seems impossible to stop. Someone is knocked down. You're both hurt. At this level, all one can do is manage the conflict. It has gone to extremes. Getting the other person to understand, let alone resolve, the difference between you seems impossible. Avoidance is out of the question. Resolution seems hopeless.

1. **Ask students:**

- Would you guess that it's this last level of conflict that gets the most attention by newspapers, television and radio? Why do you think that is?
- Why do we wait until it's too late to pay attention to conflict? Wouldn't it be easier to **avoid** or **resolve** it than **manage** it?

**Go to Tool 10C, "Avoid! Resolve! Manage!"
Do this exercise with students. Then return to this page.**

Summary:

- ❖ Generalizations — such as stereotyping, discrimination, scapegoating and bigotry — are reactions (rather than actions) and are the result of lazy, unfocused, prejudiced thinking.
- ❖ We're all guilty of lazy, prejudiced thinking at one time or another.
- ❖ Sectioning the human race into "my" vs. "your" anything is an unfocused act of prejudice that creates separation and conflict.
- ❖ Even though we may have been conditioned to think and act in lazy ways by people who came before us, we are young adults who are knowledgeable, who can think and act intelligently.
- ❖ No one is responsible for our actions but us!
- ❖ When a conflict arises, we can avoid it, resolve it, or manage it. Most conflicts tend to reach great proportions before anyone recognizes the need to take action.
- ❖ When we can avoid, or prevent, conflict based on prejudice, we achieve the highest goal of the martial artist — which is to **stop** a fight before it ever begins.
- ❖ Without prejudiced people, there can be no prejudice!

TOOL #10A- Activity

Simple, General Images

- ✓ **Give each student a copy of the game on the following page.**
- ✓ **Ask students to go down the list and mark whether they believe the statement is a stereotype or true.**
- ✓ **Set a time limit — 5 minutes perhaps.**

- ✓ **Afterward, ask students:**
 1. How do you think you did?
 2. How do you think you rate on the prejudice meter?
 3. Did any of the questions make you aware of some prejudice you may have? Which ones?
 4. What do you think your prejudice is based on?
 5. Is your prejudice based on something you've been taught, or something that simply exists inside you?
 6. Did you find the questions easy to answer?
 7. Were some of the questions more difficult?
 8. Which did you find difficult to respond to?
 9. Do you see a way to change any prejudiced thoughts?
 10. What's one change you could make?

- ✓ **There are no “right” or “wrong” responses. The object of this exercise is to create a non-judgmental awareness in students of what prejudices they may have.**

- ✓ **Return to the top of page 84.**

TOOL #10A - GAME

Simple, General Images

Check the box you believe is correct.

Image	Stereotype	True
✓ Girls who don't wear make-up are ugly.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Boys are physically stronger than girls.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Being physically strong is all that counts.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Mental strength is essential to martial arts.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Westerners are trendy.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Southerners are lazy.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Northerners live in the north.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Midwesterners are dull.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Kids who fight don't ever resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Kids who haven't tried drugs are wimps.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Bullies are people who have been victims.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Our brain can be more useful than our fists.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Northeasterners are brainy.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Canadians speak English and French.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Blacks are dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Whites are puritans.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Politicians are all phony.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Government officials always know best.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Being strong means having muscles.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Doctors save lives.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Mexicans are lazy.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Jews are greedy.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Asians have an older culture.	<input type="checkbox"/>	<input type="checkbox"/>
✓ The Japanese are sneaky.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Americans are bullies.	<input type="checkbox"/>	<input type="checkbox"/>
✓ The French are arrogant.	<input type="checkbox"/>	<input type="checkbox"/>
✓ Germans are warlike.	<input type="checkbox"/>	<input type="checkbox"/>
✓ The Irish are drunk fighters.	<input type="checkbox"/>	<input type="checkbox"/>

TOOL #10B – Role-play
The Same Root!

- ✓ **BEFORE THE ROLEPLAY**, ask for four volunteers to role-play the parts of **Stroller**, **Bokay**, **Diskier** and **Bleeker**. Make four copies of the role-play.
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention the words in *italics* — which are **private thoughts** said out loud, but not to the other person in the role-play.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. You are going to hear several different forms of prejudiced thinking.
 2. Stay focused on the words. See if you can distinguish one form of prejudice from another.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. What forms of prejudice did you see and hear in this role-play?
 2. Was one form of prejudice stronger than the others?
 3. Were you able to recognize each prejudice on the spot?
 4. Did any of the prejudices scare you? Anger you? Make you think?
 5. Do you think you understand why these people are prejudiced?
 6. Do all these prejudices have the same root? What is the root? Is it fear? What kind?
- ✓ **Thank students for participating.**
- ✓ **Return to the top of page 85.**

TOOL #10B – Role-play
The Same Root!

STROLLER

Did you hear that weirdo, Disker, after the game today? That kid is your typical rich kid. All that comes out of that wealthy mouth is how much money a pro player can earn.

BOKAY

Disker's not a member of the Pro Club, so what difference does it make what comes out of that mouth? I don't care what Disker thinks. Uh-oh. Here comes the money now. Hey, Disker. Did you like the game?

DISKER

That was the worst game I've ever seen in my life. Those players wouldn't know how to throw a ball if they were in training for a decade. Here comes one of them now. What d'ya say, Bleeker? Your team ever gonna play decent ball?

BLEEKER

Listen, Disker. We just lost the game. Go easy, okay? Besides, it wasn't my fault I didn't catch that last pass. Rooney threw it so far out of line, no one could've caught it. The guy has no aim.

STROLLER

Rooney is a perfect example of luck. With parents on the Board of Directors of the school, the kid gets on the team without any talent at all. Typical. Absolutely typical.

DISKER

If they would just let me on the team, I'd show them how it's supposed to be played. Rooney has no arm. Rooney has no running legs. Rooney can't sprint any faster than my kid sister.

BOKAY

Well, you know where Rooney's family comes from, don't you? That explains everything.

BLEEKER

Don't look at me. I'm not from there. Let's face it. Rooney blew the game. The coach should get rid of the creep.

TOOL #10C - ACTIVITY

Avoid! Resolve! Manage!

- ✓ **If you can, rent, or videotape off your TV screen, a movie that has a scene in which two people are calmly having a discussion. Then, one of them says something that triggers a sudden response in the other. The conflict between them begins to build, and soon they are engaged in a fight. If you have no access to video or video equipment, use pictures or posters.**

- ✓ **Show the movie once through. Then ask students:**
 - ❑ What's going on in this scene? Is there any conflict? Does everyone seem content?

 - ❑ What's the first sign you can detect that there may be a conflict brewing? Is it in the face of one of the people? Their body language? Is it based on words someone said? What words? Was it an action? How can you tell conflict is brewing?

 - ❑ Is there prejudice of some kind? What kind? Is someone judging someone? Is someone offering an opinion rather than a fact?

 - ❑ If it was your job to **avoid** -- that is, prevent, the prejudice or conflict, before it starts, where would you stop it? (*Show the movie again, and let students shout "Stop!" If you see a place to stop earlier — a word that was used, or an almost unseen action — show the scene again and tell students to watch carefully and try to find an earlier place.*)

 - ❑ If it was your job to stop the conflict, where you can at least **resolve** the issue, where would you stop the scene?

 - ❑ If it was your job to do your best to **manage** the conflict, once the two people had begun to fight, how would you handle it?

- ✓ **Return to page 86.**



LESSON #11

Perception Is Everything

Breakdown of Lesson #11:

- Staying with the fear to find the truth.
- The concept of “Stop! Think!”
- The path of peace.

Materials Needed:

- See Tool 11A: A copy of “The Path to the Truth” chart, page 97, for each student.
- See Tool 11B: Prepare some alternate situations.
- See Tool 11C: A copy of “Which Path Do I Take,” page 101, for every student.

Staying with the Fear to Find the Truth

1. Ask students:

- Do you think it’s important to become aware of our fearful false thinking?
- Do you think we should try to cover up our fearful thoughts?
- Should we stay with those thoughts so we can **see** the effect they have on our feelings, as well as on our behavior toward other people?
- Should we “Stop! Think!” *before* we react?
- Will our “Stop! Think!” help us **act** instead of **react**?

2. Tell students:

- As soon as you notice **fearful false thinking**, inhale for two seconds, exhale for four. Do this a few times.
- Let go and slow yourself down.
- Take this moment to look for **the truth**.

**Go to Tool 11A, “The Moment of Truth!”
Do this exercise with students. Return to this page.**

The Concept of “Stop! Think!”

1. Ask students:

- Have you ever been struck by an idea that came to you as if it were a flash of lightning?
- What happened to you physically? Did your eyes open wide? Did you feel as if you had stopped breathing for a second?
- In that second, were you completely focused on the idea as if nothing else existed? Did it strike you as if no one had ever had that idea before, as if you’d discovered something new in the world?

2. Tell students:

- That’s how a “Stop! Think!” moment feels.
- You realize that something you’ve seen or heard may be untrue, and your body has somehow recognized it!
- In this moment, nothing exists but the thought — right here, right now — exactly where you are.
- In this moment, there is no conflict. You have stopped the world and you are living in the moment.

**Go to Tool 11B, “Stop the World!”
Do this exercise with students. Return to this page.**

The Path of Peace

1. Ask students:

- Would you say that the world in which we live can cause us to feel angry, sad and out of control — sometimes on a daily basis?
- Does it look to you as if learning to walk the Path of Peace takes a lot of time, patience and practice?
- Do you think human beings are destined to always be in conflict?

2. Tell students:

- Most people who know how to remain calm in stressful situations tend to have healthier, more peaceful lives than those who don't.
- You know how. All you have to do is practice. One way is to remember to question intelligently:
 - ✓ Is what I'm hearing true?
 - ✓ Where did this information come from?
 - ✓ Do I have to think this way, or is there a better way?
- Asking yourself these questions puts you in a **“Stop! Think!”** moment, and puts you on the road to **understanding**. This feeling of comprehension makes you feel open, confident, mentally strong.

**Go to Tool 11C, “Which Way Do I Take?”
Do this exercise with students.
Then return to the Summary.**

Summary:

- ❖ In a “Stop! Think!” moment, nothing exists but the thought — right here, right now — exactly where you are. In this moment, there is no conflict.
- ❖ The questions to remember to ask are:
 - ✓ Is what I’m hearing true?
 - ✓ Where did this information come from?
 - ✓ Do I have to think this way, or is there a better way?
- ❖ Asking yourself these questions puts you in a “Stop! Think!” moment, which puts you on the road to understanding.
- ❖ This feeling of comprehension makes you feel open, confident, mentally strong.
- ❖ When we are confronted by prejudice, we have two paths. We can rush down the path to conflict, or walk down the path of peace. Where we wind up depends on what we’re thinking.

TOOL #11A - ACTIVITY

The Moment of Truth

- ✓ **Tell students:**
 - Peace is attainable by **focusing** on incoming information and **questioning** whether it's true or false.
 - Conflict is caused by false self-talk — prejudice or mental programming. When we experience false self-talk, we can get back onto the Path of Peace if we remember to:
 1. **Understand** that false thoughts create anxiety and fear, and can lead to conflict.
 2. **Be aware** that the brain doesn't always know the difference between an imagined threat or a real one.
 3. **See** that mistaken information is a learned habit.
 4. **Know** that every thought can lead to an action.
 5. **Listen** to our anxious thoughts when we feel threatened. They have something to teach us!
 6. **Stop** our old, automatic lazy thinking and question!
- ✓ **Give each student a copy of the chart on the next page.**
Tell students:
 - Here's a chart with **Examples of False Thinking**. Read each one. Then write a true statement based on the false thinking.
 - There are no "right" or "wrong" answers. The point of this exercise is to give you a "Stop! Think" moment in which you can practice turning false thinking into true statements.
- ✓ **Give students 10 minutes. Then, read responses out loud. Compare student responses, and encourage any discussion.**
- ✓ **Return to page 93.**

TOOL #11A - ACTIVITY
The Moment of Truth

Look at the Examples of False Thinking in the left column. Notice that the first one has an example, in the right column, of a True Statement based on the False Thinking. Fill in the rest of the True Statements, based on the False Thinking that precedes it. There are no “right” or “wrong” answers to this chart. This is simply a way to see how your brain works when you take a “Stop! Think” moment to find the truth! Have fun!

EXAMPLES OF FALSE THINKING	EXAMPLES OF TRUE STATEMENTS
<p>All “X” people are dangerous.</p> <p>Foreign people frighten me.</p> <p>I need to defend against “them.”</p> <p>“They” are a threat to my beliefs.</p> <p>My country, right or wrong.</p> <p>I must tolerate “them.”</p> <p>How can I trust “those types”?</p> <p>“They” have weird customs.</p> <p>“Their” clothes are strange.</p> <p>“Their” language is odd.</p> <p>“They” look queer.</p> <p>“They” act like freaks.</p>	<p>My brain thinks they are dangerous. This is conditioned thinking.</p>

TOOL #11B - GAME
Stop the World!

- ✓ **Tell students:**
 - We're going to play a game called, "Stop the World!"
 - For this game, we need a Volunteer to begin!

- ✓ **Tell the Volunteer:**
 - Think of a recent conflict situation you were in, or you can make one up. When you're ready, briefly tell us about it, starting at the very beginning. Who's involved? What happened to create the conflict? What part did you play in this situation?

- ✓ **Tell students:**
 - The moment you see a sign of prejudice in this situation, yell out, "Stop the world!" You don't have to raise your hand — just yell it out. This is the "Stop! Think" moment.
 - Be prepared to back up your outburst with your reason for believing this is a sign of prejudice.
 - We'll ask the rest of the class whether they agree or disagree; then, we'll move on with the rest of the story.

- ✓ **Ask the Volunteer to begin. Then, see what happens. Once this Volunteer has finished, ask for more Volunteers.**

- ✓ **When students cry out "Stop the World!" help them by asking:**
 - Why do you think this is a sign of prejudice?
 - Did you see judgment? Opinion? False self-talk? Fear?
 - What kind of conditioned thinking did you see?

- ✓ Return to page 94.

TOOL #11C - ACTIVITY

Which Way Do I Take?

- ✓ **Make and give a copy of the chart, “Which Way Do I Take?” to every student.**
- ✓ **Tell students: This activity can show you how you created prejudiced thinking, and how you can be free of it.**
- ✓ **Ask students:**
 - ☐ Do you feel courageous enough to write down a scary thought you’ve had?
 - ☐ Did you know that if you can talk about a scary thought, it starts to get less scary? Why not begin by writing it down?
- ✓ **Tell students one of your fears. Let them know that you have them, too. Then, tell students:**
 - Don’t be afraid of your thoughts. They are *only* thoughts. They *cannot* hurt you. Stay with them.
 - You can learn from them how you’ve been conditioned!
- ✓ **Give students 5 minutes to write down a fear and to express it as best as he or she can.**
- ✓ **Call time. Then walk students through the chart. Tell them:**
 - We have two ways. We can take the way to conflict, or walk down the way of peace.
 - How we deal with what scares us depends on how we handle **mistaken information**. It is the most important step in the way we take. The reason is that if we *believe* the mistaken information, we take the way to conflict. If we *intelligently question* the mistaken information, we are on the way of peace.

— continued

- Think of your scary thought. Look at your thought, and ask yourself:
 1. Is this thought I have based on information that's true, or information that's false?
 2. Do I have all the information I need to make an intelligent decision?
 3. Did I get the facts, or did I get someone's conditioned way of thinking?

■ **Stop! Think!** and check your thoughts.

✓ **Ask students:**

- If we do not take the "Stop! Think!" moment, what happens?
- Do we then feel that we have to either fight or run away?
- Are we filled with conflict inside ourselves? And is it conflict that we alone have created by allowing our fear to become a threat in our minds?

✓ **Tell students:**

- If we take a "Stop! Think!" moment and ask — "What's the evidence?" "Is this true?" "Where did this come from?" "Do I have to think this way?" — we are intelligently questioning rather than becoming more terrified!
- We are relaxing and understanding the situation. Rather than becoming more frightened, we are feeling calmer. We are understanding our thinking.
- As a result, we feel more confident. We are ready to resolve our thoughts and feelings! We are on the path of peace.

✓ **Return to the top of page 95.**

TOOL #11C - ACTIVITY

WHICH WAY DO I TAKE?

WAY TO CONFLICT

WAY OF PEACE

Mistaken Information
Conditioned thought =
All people like Person
"X" and Group "Y"
are DANGEROUS!"

STOP!
THINK!

Intelligent Questioning
1. What's the evidence?
2. Is this true?
3. Where did this come from?
4. Do I have to think this way?

Fear = Threat =
FIGHT OR FLEE!

Calm = No Threat =
RELAX AND UNDERSTAND

Feeling of Panic

Feeling of Confidence

Need to Defend

Desire to Resolve

CONFLICT

PEACE



LESSON #12

Thinking in New Ways

Breakdown of Lesson #12:

- From automatic to aware.
- Three steps to new actions.
- Our rights have responsibilities.

Materials Needed:

- See Tool 12A: Hat or bowl; copy page 106, cut rips into strips; create more.
- See Tool 12B: Save strips of rips for this activity.
- See Tool 12C: Make a copy of three charts, pages 108, 109 and 111, for every student.

From Automatic to Aware

1. Ask students:

- It used to be true that in order to stop a car while driving, a driver had to pump the brakes, especially when skidding on ice.
- These days, the technology has changed the way cars are made. In order to stop a car, a driver has to step on the brakes once — and only once.
- Do you think this change might be difficult for someone who's been driving for many years to re-learn? Do you think it's because our brain tends to go on "automatic" and revert to the way we learn something the first time around?

2. **Tell students:**

- That’s how it is with prejudice. Instead of giving in to our “automatic” reaction, we need to be **aware** that the old way doesn’t work.
- This awareness creates a moment of “Stop! Think!” In this moment of arriving at your “stopping” place, **new thinking** is allowed to happen.
- When new thinking takes place, we **act** in new ways.

Go to Tool 12A, “From Automatic to Aware!”
Do this exercise with students. Then return to this page.

Three Steps to New Actions

1. **Tell students:**

- We’re all capable of **understanding** how we’ve been conditioned and of **learning** to respond correctly to new situations.
- Here are three steps that can help (write these on the board):
 1. **Become aware of new information you need.** Any action not based on awareness is a reaction. Awareness gives us information we didn’t have before and affects the way we think about a situation.
 2. **Concentrate on what’s new that you need to do.** As soon as you are in a “Stop! Think!” moment, you are ready to act instead of react. You are ready to ask questions.
 3. **Focus on the new way until you understand it.** It takes time to change old habits, but we can learn new behavior just by keeping our mind open to new possibilities. We must not be afraid to stop in the middle of behavior that could prove destructive — to ourselves or someone else.

Go to Tool 12B, “New Insights!”
Do this exercise with students.

Our Rights Have Responsibilities

1. Ask students:

- Can you see prejudice in action, right as it's happening?
- Can you remain calm and free of ripples when prejudice occurs before your eyes, so you can stop it before it begins?
- How will you handle mistaken information that comes to you because of false programming? Will you get upset, or will you go to your "stopping" place for a "Stop! Think!" moment?
- Will mistaken information create a way of conflict for you, or a way of peace? Does that decision depend on your physical moves? Your focus? Your mental strength?

**Go to Tool 12C, "Rights and Responsibilities"
Do this exercise with students. Return to this page.**

Summary:

- ❖ When new thinking is allowed to happen, we can act in new ways.
- ❖ We can stop reacting automatically and learn to act out of awareness.
- ❖ Becoming free of prejudice is an ongoing process. We must continue to observe, to question, to recognize prejudice in action and stop it in its tracks.
- ❖ Martial artists work on physical forms. Using mental forms, however, and acting out of intelligence, rather than out of prejudice, is the highest form of action.

TOOL #12A - ACTIVITY

From Automatic to Aware!

- ✓ Create strips of paper using the lines of dialogue on the following page. Create some of your own lines of dialogue, so there are plenty of strips for your students.
- ✓ Cut the strips and put them in a hat or bowl. Ask students to reach into the bowl or hat and select one.
- ✓ Divide students into partners. Ask them to decide who is Partner A and who is Partner B. If a student is left without a partner, you can jump in and play the game.
- ✓ **Tell students:**
 - ❑ On each strip of paper is a comment uttered in anger.
 - ❑ Partner A will say this comment, out loud, to Partner B. You have to say it as if you really mean it. So look at the paper first and study how you're going to say it. Then, look your partner in the eyes and say it.
 - ❑ Partner B will then REACT automatically. Say whatever comes into your mind as a response. No holds barred. Just say what pops into your mind as a response! (But tell them not to swear.)
 - ❑ Partner A will then say the statement again, just as angrily, just as loudly.
 - ❑ THIS TIME, Partner B will take a short "Stop! Think" moment. Instead of REACTING, Partner B will ACT out of AWARENESS.
- ✓ Tell students to begin. Monitor what happens. Afterward, ask for Volunteers to report on their responses.
- ✓ Then, do the exercise again, this time with Partner B reading a statement out loud. Follow up with reports on responses.
- ✓ **Return to page 103.**

TOOL #12A - ACTIVITY

Strips of Rips!

- ▼ “You are the stupidest person I’ve ever met in my life!”
- ▼ “I wouldn’t be friends with you if you were the last person on earth!”
- ▼ “That outfit you’re wearing is ugly. Don’t you have any taste?”
- ▼ “Why do you hang out with HIM? He’s a nerd!”
- ▼ “Your opinion is the dumbest thing I’ve heard in my life!”
- ▼ “Do you EVER say anything smart, or are you always this moronic?”
- ▼ “Don’t get near me! I don’t want to catch your disease!”
- ▼ “I don’t care WHAT you think! Don’t ever talk to me again!”
- ▼ “If you don’t do what I tell you, you’re going to regret it!”
- ▼ “Don’t say a word! Give me all your money and shut up!”
- ▼ “How come you’re sister’s so smart and you’re a dunce?”
- ▼ “I can’t believe you dropped the ball! What are you, blind?”
- ▼ “We lost because of you, you idiot!”
- ▼ “You’re never going to amount to anything!”
- ▼ “Stop looking at me, if you know what’s good for you!”
- ▼ “You think you’re macho, but you are a weak, helpless jerk!”
- ▼ “Why would anyone want to go to a party with YOU?”
- ▼ “Who do you think you ARE, bumping into me like that?”
- ▼ “I don’t like your attitude!”
- ▼ “You don’t belong here! Go back where you came from!”

TOOL #12B - ACTIVITY

New Insights!

- ✓ **Ask for a Volunteer to recite or write his or her strip of dialogue on a blackboard or chart.**

- ✓ **Then, ask students:**
 1. What new information do we need to become aware of regarding a statement like this one?
 - Do we need to know anything about the person making the statement?
 - Do we know if this person has a difficult life? Isn't liked by certain people? Doesn't feel well? Is scared, or hurt?
 2. What's something new that we need to do?
 - Do we need to change the way we talk with this person?
 - Do we need to be wary of this person?
 - Do we need to find help for this person?
 3. What's the best way to keep our mind open to new possibilities regarding this statement?
 - What new thoughts enter your mind?
 - Can we set up potential situations and then practice dealing with them?
 - Can we meet with friends after school and create our own role-play situations that help us practice new ways?
 - Can we practice at home, at school and in our community?

- ✓ **Ask for more Volunteers to recite or write strips of dialogue, and follow up with the same line of explorative questioning.**

- ✓ **Return to page 104.**

TOOL #12C - ACTIVITY 1

My Rights Have Responsibilities!

- ✓ Tell your students that rights have corresponding responsibilities and that prejudice exists only when we claim our rights without being responsible. Rights can be conditioned reactions, but when coupled naturally with responsibilities, rights can be intelligently acted upon. Read through the following chart out loud.

IT IS MY RIGHT TO . . .	
Say whatever I think any time I choose.	
Question anyone I want, when I want.	
Believe whatever I want, without question.	
Complain about not getting what I want, when I want it, and in the way I want it.	
Blame others for my problems.	
Think that my country or group is right, no matter what.	
Criticize others because they don't believe the way I want them to believe.	

- ✓ Go to the next page.

TOOL #12C - ACTIVITY 2

My Responsibilities That Go With My Rights!

- ✓ Read through the following chart, from left to right. The point of this activity is to show that with any RIGHT we are granted, there is a RESPONSIBILITY that goes with it.

IT IS MY RIGHT TO . . .	IT IS MY RESPONSIBILITY TO . . .
Say whatever I think any time I choose.	Use speech in an intelligent and constructive way.
Question anyone I want, when I want.	Question politely to find out the truth when the time is right.
Believe whatever I want, without question.	Question beliefs to find out if they are constructive or destructive.
Complain about not getting what I want, when I want it, and in the way I want it.	Address something I feel I want in a way other people will feel good about hearing it.
Blame others for my problems.	Understand what causes my problems, and not blame others for them.
Think that my country or group is right, no matter what.	Find out what is universally right and helpful for all human beings.
Criticize others because they don't believe the way I want them to believe.	Take steps to understand why others believe the way they do.

- ✓ Now, we're going to create our own version of this chart.

My Rights Have Responsibilities!

- ✓ **Give every student a copy of the blank chart on the following page.**
- ✓ Read the instructions on the next page aloud so students understand what they are to do. Give students about 10 minutes. Then ask:
 - Who would like to volunteer to tell us what rights you believe you have, or what rights you've chosen?
 - Please read one of your rights, and then follow it with your responsibility.
 - How strongly do you feel about this right? Do you believe its yours and that nothing can take it away from you?
 - How strongly do you feel about the responsibility?
 - Are we more accustomed to feeling more strongly about our rights than our responsibilities?
 - Why do you think that's happened? Have we been given mistaken information?
 - Do you think the right you've chosen is a conditioned, prejudiced belief, or an intelligent decision? Why do you think so?
 - Do you feel brave enough to ask the class if they believe your right and chosen responsibility show any signs of prejudice?
- ✓ **Encourage students to respond to the last question, but with respect. Acting respectfully is also a responsibility.**
- ✓ **Ask for more volunteers, and repeat the process.**
- ✓ Return to page 104.

TOOL #12C - CHART

My Responsibility!

- ✓ Here is a chart like the one we've just looked at. First, fill in the left column with all the rights you can think of that you believe you have, or want. Then, when you've filled the left column, fill in the right column with a responsibility to match each of the rights.

IT IS MY RIGHT TO...	IT IS MY RESPONSIBILITY TO...



**Congratulate students on completing
this course on prejudice.**

**They have worked hard
and accomplished many goals.**

**Wish them a lifetime of discovery
and a continual desire
to achieve the martial artist's highest goal —
to stop conflict and prejudice before they begin!**